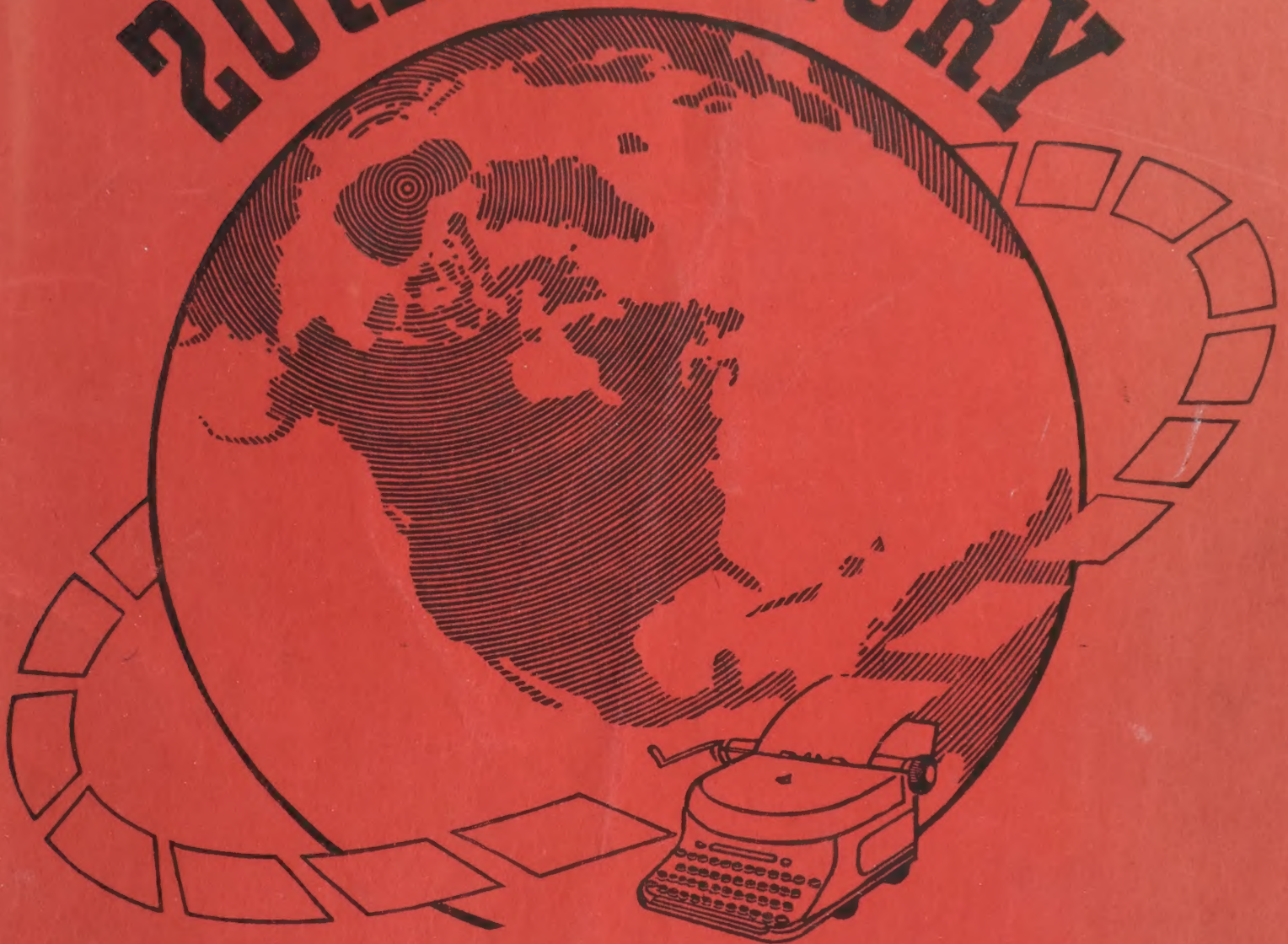


MANUAL

20th CENTURY



TYPEWRITING

L E S S E N B E R R Y

FOURTH EDITION

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DISCARDED
FROM



MANUAL
FOR
20TH CENTURY
TYPEWRITING

FOURTH EDITION

By

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*Director, Courses in Commercial Education
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MATERIALS AVAILABLE

Textbooks

T70; Two-Year Course; Parts I, II, III, and IV; List Price, \$1.76. This textbook is recommended in all situations where it is desirable to have the complete course bound in one volume.

T71; One-Year Course; Parts I and II; List Price, \$1.40. This volume contains the same material that is in Parts I and II of the two-year course. In addition, it contains a brief summary of a few of the important techniques that are taught in Parts III and IV. This summary is especially useful when it is known that there are a number in the class who will not continue with the advanced course.

T72; Advanced Course; Parts III and IV; List Price, \$1.40. This volume contains the same material that is found in Parts III and IV of the complete book. It therefore follows logically after the one-year course, Stock No. T71. In addition to containing the same material that is in Parts III and IV of the complete book, it contains sixteen reconstruction lessons. These reconstruction lessons are desirable when the use of the advanced text is started after a summer vacation. The reconstruction lessons help a student to reconstruct his typing power and provide a review of a number of important techniques.

Workbooks

T711; Workbook for Parts I and II; List Price, 40 cents. This workbook provides:

- a. A Progress Chart. This progress chart shows to the student the goals that should be obtained in each week's work. It therefore encourages him to work for definite weekly objectives and helps to give him the satisfaction that comes from recognized achievement.
- b. A Technique Check Sheet. This sheet is helpful to the teacher in calling to the attention of students the techniques that should be improved.
- c. Twenty-two forms for recording progress in speed and accuracy, points earned in special exercises, and similar helpful data.
- d. Seven reviews, for use after Instructional Blocks III, IV, VI, VII, IX, XI, and XIII. These reviews re-emphasize for students the importance of correct syllabication, correct punctuation, and other related learnings that are essential for typing skill but that are sometimes lost sight of because of the more obvious goal of so many words a minute. The reviews are so spaced that they can be used immediately before a test is given.

- e. Letterheads for all outgoing letters. These letterheads encourage students to type each letter in a well-arranged, businesslike manner and help to avoid the poor arrangement that characterizes so many letters typed on plain paper. If a letter is to be typed more than once, it is recommended that the letterhead be used as the final typing to measure the student's ability to produce a mailable letter.
- f. Supplementary timed writing paragraphs and a supplementary rough draft problem.

T721; Workbook for Parts III and IV; List Price, 48 cents. This workbook may be used either with Parts III and IV of the Two-Year Course or with the Advanced Course. Like the workbook for Parts I and II, it contains forms for recording progress in speed and accuracy, points earned in special exercises, and similar helpful data; reviews for use after Instructional Blocks XIV, XVI, XVII, XIX, XX, XXI, XXIII, and XXIV; and letterheads for all outgoing letters, telegraph blanks, office memorandum blanks, and other office forms.

Achievement Tests

T712: Tests 1, 2, 3, and 4 for Part I.

T713: Tests 5, 6, 7, and 8 for Part II.

T722: Tests 9, 10, 11, and 12 for Part III.

T723: Tests 13, 14, 15, and 16 for Part IV.

The tests sell at a list price of 28 cents a package. Each package contains five of each of the four tests needed for one part, that is, the tests for a single part needed by five students.

This arrangement of tests makes it possible for a low package price to be offered and yet for a school to order almost the exact number of tests needed for any class.

The tests provide a measure of a student's ability to type from straight copy and also a measure of his ability to use his typing power in common problem situations.

METHODS IN TYPEWRITING

INTRODUCTION

It is characteristic of teachers of typewriting to want to learn how to teach more effectively. It is not the temper of the time to be satisfied with the slow learning procedures of the past. The speed-up program has touched the schools very definitely. So it is that the fourth edition of 20TH CENTURY TYPEWRITING comes from the press at a time when the new methods embodied in the text will meet the speed-up demands for greater skill.

The new methods of teaching typewriting that have been used in the fourth edition of 20TH CENTURY TYPEWRITING produce results. They are a part of the permanent speed-up program for teaching typewriting. Experimental work has proved that students can learn to type rapidly and with usable accuracy and that the learning time can be greatly shortened. Standards are being revised. We are learning to expect more of our students—and they are once more demonstrating that they live up to what

we expect of them. Forty words a minute at the end of one semester of work is becoming a commonplace with many teachers; and the time saved in the development of rapid and accurate typing power is being put to effective use in the development of other needed skills and understandings.

The role of the teacher in directing learning is primarily that of stimulating interest, directing effort, and challenging work habits. The teacher, the student, and the textbook materials enter into partnership to the end that students may develop maximum power in minimum time. This co-operative attack upon the problems of classroom work in typewriting can be a very happy experience for teacher and student when new procedures and practice materials are accepted without prejudice and are used effectively. It is the purpose of this manual to show how 20TH CENTURY TYPEWRITING can be used most effectively in the development of typing power.

TIME SCHEDULE

An elaborate time schedule is not required for the fourth edition of 20TH CENTURY TYPEWRITING because each lesson is planned for one day's work. School periods may vary from forty-five to sixty minutes, but it is recommended that as a general rule the plan of one lesson a day be adhered to, regardless of the length of the period. Each lesson is planned for a net working time of about forty minutes. If the net working time is longer, the allowance for each part of the lesson may be increased slightly, or time may be allotted to such different activities as the teacher may select.

Specifically, in a fifty- to sixty-minute period it is recommended that the last ten minutes of the period be used for speed-emphasis work in those units or budgets where the major drive is to improve the stroking rate. For example, in Lesson 8, Section 2, additional time might well be given at the end of the period to the following activities, all of which tend to build the greatest speed in stroking:

Direct Dictation

Dictate words of the first two lines of Technique Study 8 and the first line of the Speed Emphasis, page 20.

Dictate the sentences in the third line of the Speed Emphasis.

Three-Minute Writings

Use either paragraph of Exercise 8 for additional writings.

Improvement Practice

Practice the words from Exercise 8 that give difficulty or that are awkward to control; then take additional three-minute writings.

One-Minute Writings

Use the sentences in Technique Study 8 and the last two sentences of the Speed Emphasis for one-minute tests.

Remedial Teaching

Observe student technique in typing, and give direct dictation of words that

emphasize reaches that are observed to be awkward. For example, if students are having trouble in controlling combinations such as *br*, dictate words such as *bride*, *break*, *brought*, *bring*, *barber*, *broker*. Similar word drills can be dictated for other awkward or weak controls, such as the following words for the reach to the letter *z*: *size*, *quiz*, *prize*, *lazy*, *hazy*, *amaze*, *realize*.

The teacher who has a period that permits additional work beyond that outlined in each lesson can use the time to great advantage by selecting appropriate procedures and materials for short speed-up drives or for emphasis on control. Because of the long period, the tendency may be for the students to work with less attention to maximum production. This slowing up must not be permitted because of the faulty work habits that it will encourage students to develop. Students can work effectively for an hour without becoming fatigued, provided there is frequent change in activity. All the work must be directed in such a manner that the students will work without a sense of hurry or rush. A feeling of being hurried will bring muscular tension, and this in turn prevents the development of the best typing technique. The best plan is to keep the students busy in purposeful activity.

The teacher who has a period shorter than that outlined for the lesson must make the decision as to where the emphasis can be reduced. Again using Lesson 8 as an example, it is quite possible to cut the time given to the technique study to five or eight minutes and to eliminate entirely the Speed Emphasis. As a rule, though, it is recommended that the time given to each portion of the lesson should be slightly reduced so that no part of the lesson will need to be omitted entirely. Variety of practice procedures and materials will add interest to the work. Repetition of the same materials must be carefully motivated if it is to be productive of the best results. If the lesson is shorter than forty minutes, reduce the time given to the drill portions of the lesson and the students will not miss any of the related learnings taught, even though the lessened time does not permit the development of the maximum skill.

It is relatively easy to organize the lessons to fit most of the varying classroom conditions. Obviously a textbook cannot be expected to fit each type of classroom organization without

some modification in the lesson plan or rearrangement of lesson sequences. In schools where typewriting is taught on the double-period basis, students should be given two lessons a day. We know from research studies that double periods are not productive of double skill in the same time. Rather, students taking typewriting two periods a day usually gain only approximately three to seven words more in straight-copy skill than students taking typewriting for one period a day. Probably the double-period schedule does not produce adequate gain and skill to compensate for the extra period of time largely because students have the feeling of not being required to work up to maximum production. Frequently teachers do not assign two lessons for the two periods, and thus students are encouraged to work leisurely. If both class periods are taught, it is possible to complete two lessons every day. Some teachers who follow this program plan textbook use for four days a week and use the fifth day for make-up work, selected remedial practice, and timed writings. The main thing is to see that the students work up to capacity whether they are scheduled for one or two periods a day.

Some schools have typewriting scheduled for one class period taught by a competent teacher and one practice period of unsupervised work. For Sections 1 and 2 of Instructional Block I (the sections in which the new reaches are presented), it is recommended that, under such a school schedule, the students should be required to retype exercises and selected drills in the practice period rather than to take the succeeding lesson. Some teachers follow the plan of giving the technique studies and fixation practice drills of two lessons in the one teaching period, leaving for the unsupervised practice period the exercises of the two lessons. After the completion of the introduction of the keyboard, students can be assigned a new lesson for each unsupervised practice period. Where this is done, the teacher must give an overview of the lesson assigned for unsupervised practice.

The material for each year is divided into two parts, each of which can ordinarily be completed without difficulty in a semester. The number of lessons in a part is smaller than the number of days in a semester. It is assumed, however, that some days will be required for reviews and tests and for remedial instruction based upon the students' needs as shown by the tests. Days may occasionally be lost because of

special holidays, or the typewriting period may be shortened because of long assembly periods or for other reasons. In Parts III and IV, especially in Part IV, some days may also be desired for the transcription of shorthand notes or for other practical problems derived from school activities.

Although adjustments have to be made in a time schedule in order to make the material fit a particular situation, those who as a general rule complete the material at the rate of one lesson a day will find that each of the four parts corresponds closely to the material required for each of the four semesters commonly given to typewriting.

Timing Each Lesson. A time schedule showing the amount of time required for the instructions and for the typing of each drill and exercise is given for each lesson. Class experiments have proved that excellent results are obtained if this lesson timing is followed. Each teacher is to realize, however, that the time schedule is suggestive only and is not to be followed to the very second. The schedule is a general guide that will lead the teacher and the student through the lessons with a minimum of wasted time and effort and a maximum of well-developed practice.

When a teacher first begins to follow the suggested time schedule, he may feel that he has

to give too much attention to timing. He will find, however, that he will quickly develop a time sense, or a feeling of relative emphasis that needs to be given the different activities. He will be able to direct the work throughout the period, checking time only for timed writings and for the longer drills and exercises for which large time allotments, such as ten minutes, have been made.

Of the several advantages of the time schedule, the following are probably most important:

(1) The teacher who is using this book for the first time has a guide based upon actual class experiments that will help him to make time allotments for the various parts of each lesson with the assurance that the emphasis placement is desirable.

(2) A student will have the encouragement that comes from maintaining a time schedule that is reasonably fixed in advance and that is given in his textbook so that he can observe what is required of him. The act of getting ready to type takes a lot of time in almost every day's work. To have a definite schedule before the student will impress upon him the importance of starting each lesson promptly at the beginning of the period and of progressing without any loss of time from one task to another.

LESSON PLAN

A definite lesson plan is provided for each lesson in each of the four parts. The plan for Lesson 5 is typical of many given in the book, especially in the early part, and will therefore be discussed as an example. The lesson consists of:

(1) **Finger Gymnastics.** Exercises for finger gymnastics are given on the inside of the front cover so that they may be used conveniently at any time. Reference is made to the gymnastics in only two of the early lessons, Lessons 4 and 5, but the lessons are timed so that the gymnastics may be used at the beginning of each period if they are desired.

(2) **Conditioning Practice.** The conditioning practice is to be used ordinarily for three minutes at the beginning of each period. It provides a warm-up drill that is particularly designed to assist students in preparing for the work of the rest of the lesson. The conditioning practice is not to be checked or graded in any way, since

its purpose is merely to prepare students for the rest of the lesson.

Having a conditioning practice at the beginning of each lesson that students always know is the first order of work makes it possible for students to start work immediately upon coming into the classroom. The teacher then has a few minutes for checking the roll and taking care of any other preliminary details before the actual lesson is undertaken.

(3) **Technique Study.** Technique studies are used with many lessons to provide a review of the work presented in earlier lessons. Later in the course technique studies also provide general information on such things as punctuation, capitalization, and spacing.

(4) **Exercise.** Each lesson contains an exercise, but the exercise is sometimes divided into more than one part.

(5) **Fixation Practice.** The fixation practice in which new keys are introduced comes at the end of the lesson so that students will be required to use the new keys for only a short period when they first use them. When the next period starts, students will again take up these keys, but then they will use them with the confidence that

they naturally have with familiar material and their progress will therefore be accelerated. The fixation practice, of course, comes only in the early lessons in which the keyboard is being introduced. Other techniques are used in later lessons.

ORDER OF KEY INTRODUCTION

The order of key introduction is not so important as it formerly was when a month or perhaps even more was taken to cover all letters of the alphabet. In this new edition the entire alphabet is covered in the first six lessons, or in one day more than a week. The keys are introduced so nearly together, therefore, that it is not probable that any reasonable change in the order of introduction would make a difference that would be noticeable over a long period of time. It is believed, however, that the order of key introduction used in these lessons is such that it will facilitate the mastery of the keyboard and will help to give students the confidence that comes with success.

In the introduction of keys the following guiding principles were used:

(1) The home keys should be introduced first so that students will always have a good home-key position and so that some work can be required of all fingers from the very first.

(2) After the introduction of the home keys, the first keys introduced should be con-

trolled by the stronger fingers so that most of the work will be done by the stronger fingers rather than by the weaker. This method gives the rapid, sure stroking that comes from the use of the stronger fingers first, but it also provides for a good home-key position and the gradual development of the weaker fingers so that, when more work is required of them, they will be prepared for it.

(3) Frequently used letters should be introduced early so that words, phrases, and sentences may be used in the early lessons.

(4) In so far as possible the keys controlled by similar reaches of the two hands should not be introduced in the same lesson. Introducing the same reaches in the same lessons tends to cause confusion between the two controls.

These principles were followed as carefully as possible, although in a few lessons it was necessary for one principle to take precedence over another. In actual class experiments, covering the entire alphabet in six lessons in the order used in this text has proved to be very satisfactory.

ALTERNATE DRIVES FOR SPEED AND ACCURACY

Heretofore simultaneous drives have been made for both speed and accuracy. The fear of making errors tended to cut the student's speed, and any tendency to increase speed increased the number of errors. As a result neither speed nor accuracy was attained to the degree that it should have been. In this new edition alternate drives are made for speed and accuracy. First the student makes a drive for speed and endeavors to lift his speed several words a minute. While he is striving for speed, little attention is paid to errors. As a result, the rapidity of the stroking of keys is noticeably increased.

Immediately after the drive for increased speed, an equally intense drive is made for increased accuracy. When the drive for accuracy is being made, the student is encouraged to decrease his stroking rate, not back to his former level, but noticeably below the highest rate made during the drive for speed. This lower rate seems to the student to be easy to attain and gives him the confidence that comes from doing something well within his power. As a result, accuracy in typing is rapidly attained and students gain both in speed and in accuracy. Alternate drives for speed and accuracy are found in Instructional Blocks II, III, VIII, XI, XIX, and XXII.

NEW TEACHING PROCEDURES

Calling the Throw. An effective device for developing both speed and accuracy is the drill for calling the throw. This drill is first introduced on page 34 and is used frequently thereafter.

In the drill for calling the throw all students write a single-line sentence in a fixed period, such as 30 seconds. At the end of the period the teacher calls "Throw" and all throw the carriage and then write the sentence a second time. At the end of the second period the teacher again calls "Throw" and all throw the carriage and stop writing.

Students who completed the sentence in each of the two periods proceed in the next writing to a slightly longer sentence that is provided in the drill and continue in this way until they are pushing their stroking rate as high as they can. Those who did not complete the first sentence before the throw was called repeat the same sentence until they are successful in completing it. They then progress to longer sentences and thus build up their stroking rate.

In addition to helping students to increase the rate at which they stroke the keys, this drill assists in developing a quick carriage throw and a quick return of the hand to the keyboard. It thus adds to the net words written even more than is expected from the increased rate at which the keys are stroked.

An alternate plan for using the calling-the-throw drill is to instruct the students to type without pausing at the end of the line to wait for the call to throw the carriage. All, then, throw the carriage when the call is given whether a part of a line, a line, or more than a line has been completed. This plan has the advantage of keeping all students writing at maximum ability and eliminates the slight waste of time caused by having some student use a sentence that is not gauged quite exactly for his speed. Some students will type a line; others will type a line and a half; others will type less than a line; and others will type possibly two lines before the call for the throw is given. In every other respect the procedure is the same as that outlined above for calling the throw. If sentences are available for exact speeds or if the time for the throw can be adjusted to meet the typing rate of students without having some of them pause at the end of the line, it is preferable to use the technique that controls the throw at the end of each line. This

alternate plan, however, permits the use of the same sentence for all students irrespective of their varying rates of typing.

The drill for calling the throw may also be used in developing accuracy. In this instance the student writes a sentence as he did before and throws the carriage when the throw is called. He gradually proceeds from shorter to longer sentences, but his progress need not be based on speed alone but rather on speed and accuracy. The requirement can be made that the writing must be completed without error or with a limited number of errors. The beginning rate is sufficiently slow so that students have no difficulty in maintaining a high degree of accuracy. This accuracy is then gradually carried forward to the longer sentences, which require more rapid writing for completion within the limited time.

Calling-the-throw drills will do much to add to students' enthusiastic striving for both speed and accuracy and will help in attaining both of these goals. Furthermore, since the throw is called at the same time regardless of the sentence on which any particular student is working, all students can be working to a maximum capacity. Those who are slower than others will be using the shorter sentences, and those who are faster will be using the longer sentences. Each one will be striving to improve his own past record instead of striving to equal or to surpass the work of another member of the class.

Drills for calling the throw are used at frequent intervals throughout the entire course. Typical examples are found on pages 34, 36, 37, 38, 39, 40, 41, 42, and 43. The more advanced drills are similar to these, but higher speeds are provided for by increasing slightly the length of some of the lines and by reducing the time before the throw is called.

Selected-Goal Typing and Guided Writing.

This device is another that may be used in the development of both speed and accuracy. When it is used, five-word intervals are indicated by small superior figures above the lines of the copy. If the emphasis is on speed, students are instructed to select a goal that is above their average and to strive for it. The writing is guided by having the time called at intervals, such as a quarter minute, a half minute, a minute, and so on. A phonograph record may be made that will

eliminate the necessity of the teacher's having to pay close attention to the watch. Freed from the necessity of calling the time, the teacher can study the students at work and can thus be able to indicate definite practice for improvement.

This device can be used effectively even though students are writing at greatly varying rates. For example, one student may be typing 30 words a minute and may want to make the jump to 40. If the call is to be for each quarter of the minute, this student would be instructed to place a dot above the figure 10 to indicate his quarter-minute goal; a check mark above the figure 20 to indicate his half-minute goal; a dot above the figure 30 for the three-quarter minute goal; and the figure 1 above the figure 40 for the minute goal. A student writing 70 and wanting to make the jump to 80 would follow the same procedure but would, of course, use different numbers. These pencil marks should be made very lightly and should be erased immediately after they have served their purpose.

Guided writing is particularly effective in the practice for accuracy because the student can select a goal that is 5 to 10 words slower than his forced speed. The feeling of ease that comes from knowing that the selected goal is considerably lower than the speed already achieved frees the typist from the strain that accompanies a "speed test" and enables him to pay attention to the sequence of strokes and to type with greater control.

Giving students the opportunity to select their own goals either in speed or in accuracy, or in both, makes it possible for each student to strive to better his own record. A student is then competing not with others who may be so much better that he cannot compete with them successfully, but he is competing with his own past record, which he can always improve.

Selected-goal drills are used in numerous places. Examples are found on pages 35, 36, 38, 39, 41, 42, 45, and 47.

Progression Typing. A very useful device in increasing accuracy is known as progression typing. The first example is given on page 68. The entire class first types for one minute. No record is made of the amount written, but an effort is made for complete accuracy. Each student who writes for one minute without error then takes a two-minute test, but those who made an error in the first writing are required to drop out at the

end of the first minute. With each additional test, one minute is added to the writing time. Those who have written the preceding test without error are permitted to continue with the longer test, while those who made an error in the preceding test are required to write for only the same length of time as they wrote before. Thus great emphasis is placed upon accuracy, and the habit of typing without errors is developed.

It is true that by this plan some students will be idle while others are typing. For example, when the two-minute tests are being given, some students who made an error in the first one-minute test will type for one minute only and then will rest for one minute. The amount of time wasted, however, is small. For example, if a student is still on the one-minute level when a three-minute test is being given, he can type for the first minute, can then rest one minute, and can then type for another minute, thus getting two opportunities to bring himself up to the two-minute level. The teacher will, of course, indicate the time at the end of each minute.

In this device, as in many others, students are given an opportunity to make a continuous effort to compete with their own previous record rather than to compete with each other.

Word-Recognition Drill. The technique of developing word control is to dictate two-letter words just as soon as the letter associations have been initiated. The dictation need not, however, be given exactly as the words appear in the lines of the drill. For example, if a drill gives the word *he* twice, the teacher may find it desirable to dictate *he* three times in succession, although it is usually better to limit the repetitions to two writings and then to come back to the same word after dictating some other two-letter word. Ask the students to say the word aloud and then to type it. Emphasize the necessity for relaxing the shoulder muscles and for striking the keys successively rather than simultaneously. If the keys clash, the timing of the strokes must be improved. A good device for doing this is to dictate on the letter level, increasing the rate of dictation on the repeated word until the students have worked up the necessary control of the letter sequences, and then to dictate the word for word typing.

In the fixation drill for Lesson 2, page 7, the fourth line has some simple two-letter words that can be dictated as the first approach to word-recognition drill. The students cannot handle

these simple words on the word level, but a little dictation of the two-letter words, without permitting the students to read the copy from the book, will lead them to speed up their stroking, even though they continue to type on the letter level. This same dictation procedure should be followed with the second line of Technique Study 4, page 11. Use the two-letter words only for this direct dictation. This selection of simple words for direct dictation should be continued in the succeeding lessons.

The first major use of word-level typing comes with Speed Emphasis, Lesson 7, page 19. Since the textbook is directed to the student and not to the teacher, directions for typing and speed emphasis necessarily must be in terms of what the student is to do with the drill. Thus he is told to type each line once, *thinking the word* as he types; then if time permits, to retype the sentences. In the detailed discussion of teaching these lessons, the suggestion is made to the teacher that the speed-emphasis material in Lesson 7, and similar drills in other lessons, be used for direct dictation. The students react to copy materials on the stroke level and to dictated materials on the word level; hence the emphasis on direct dictation to develop word recognition.

Do not expect real word typing as a result of this early introduction of word-recognition drills. Little by little the students will develop the power to handle certain two-letter words. Emphasize light, forceful stroking. Demonstrate the control of letter sequences when typing on the word level. A good teacher-demonstration is often the means of clarifying the student's understanding of what to do, as well as the motivation that prompts him to renew his attack upon the problem of developing good typing power.

The student must first establish an association between the key to be controlled and the controlling finger. This is a kinesthetic association, the *feel* of a reach, and not the location of a particular key in relation to other keys. There is no conflict between the principle of setting up bonds between the controlling fingers and the keys to be controlled and the Gestalt principle that students always "behave as-a-whole."

"Specifically applied to learning to type, does the 'whole' mean the entire word, sentence, or paragraph? Why may not the whole be an individual letter at the beginning of learning to type? In fact, can it be other than the letter? Students can think

the whole word, but can they type the whole word when they must make a number of movements that involve the command of the fingers as to direction and length of movement? Is it not quite reasonable to believe that the whole may be just a letter on one level of typing, a word on another, and a phrase on a still higher level of skill? A careful observation of how students type a word in the initial learning stage will confirm the position that an interpretation of whole learning means control of the largest unit possible at a particular level of skill. Of course, it is possible for a teacher to dictate nothing but words and hope that students will think and type words. We are sometimes guilty of thinking students behave in a certain way because we, as teachers, think they should behave in that particular way. Nothing is gained from this failure to see that the initial step in learning to type is the control of a letter. True, the student should be forced to the practice of words just as quickly as his typing habits permit, but this does not imply that the first work can be on the word level.

"Unquestionably word typing should be developed early in the course. At the word level, the student handles some words as a whole, but others will necessarily have to be typed on the letter level even after considerable skill has been developed. Word dictation is the best medium for developing the ability to type words as a whole. If the student copies from a book in all his practice work, the tendency will be to continue typing on the letter level. In direct dictation, he gets the impulse to type from the sound and the thought of the word, and the individual letters are less in the foreground of attention than when he copies from the printed page."¹

Problem Typing. This procedure is fundamentally a test-teach situation although the testing is self-administered. Many different forms of problems are used. There is the sentence emphasizing some fundamental technique of English that must be typed in correct form; the unarranged business letter; the "scrambled" address

¹ Lessenberry, D. D., *Modern Methods of Teaching Typewriting*, Monograph No. 36. South-Western Publishing Company, Cincinnati, 1937 (pp. 4 and 5).

or second-page heading; the "correct it as you type" problem with, at first, some obvious errors that put the student on guard against copying without correcting whatever appears in print. Problem typing forces the student to think in terms of the meaning of the material that is typed and to check for consistency as well as for exactness in expression and in form. For much too long a time students have typed material without giving any thought to checking it for accuracy of meaning and consistency of form. This unthinking copying tended to produce workers who were uncritical of what they typed. The "unconscious" typist just doesn't fit into the picture of present-day office work that is geared to a speed-up program where maximum production is an absolute

necessity. Properly utilized, the problem-typing situations provided in the textbook can be made to high-spot for each student his degree of certainty as to accurate typing.

Stencil Typing. For those students who are too much concerned about their errors and who need to increase their speed of stroking, the use of the stencil drill is usually effective. Because the students cannot see the errors, they are usually freed from the fear of making the errors and tend to type with greater speed and usually with greater control. This procedure is best used when the drive is for increased stroking speed. An explanation of this procedure is given in the textbook in Exercise 7, page 18.

CENTERING POINT

In the earlier editions a centering point of 40 was used for machines with pica type. When the tabulator stops were set by hand at the back of the machine, it was considerably easier to set them on the five-space intervals, and therefore a centering point of 40 was convenient. With the newer machines, however, the tabulator stops are set by the use of a "Tab. Stop Set" key or some similar device. It is therefore about as easy to set tabulator stops in one position as in another,

and so a centering point of 42 is used. This makes it possible for the student to center his paper merely by placing the paper guide so that the left margin will be at 0. Furthermore, the use of this centering point facilitates the work in tabulation when that is taken up.

For elite type the centering point of 50 is continued, as that is virtually the exact center when the left margin is placed at 0 on the scale.

PENALTY FOR ERRORS

Errors are not always of the same significance. A student may make several errors in an exercise completed during the first few weeks of school and may still be making satisfactory progress. If at the end of the school year he made an equal number of errors in the same time, his progress would be considered decidedly unsatisfactory.

At the beginning of the course, therefore, the emphasis is upon rapid stroking of the keys and good technique rather than upon complete accuracy. The first attention to errors is given in the drills for calling the throw for control on page 43. Here there is no definite penalty for an error, but a student progresses from sentence to sentence only when he completes a one-minute timed writing with no more than two errors. Also, in the control drill paragraphs on the next page bonus points are given for writing with a high degree of accuracy. On page 45 is the first timed writing where net words are found, but in this case net words are the gross words minus one word for each error.

As the student progresses through the course, additional emphasis is placed upon accuracy. For example, on page 64 the sustained writings call for a penalty of two words for each error; on page 89 the penalty is three words for each error; on page 99 it is five words for each error; and on page 104 the penalty is increased to the conventional ten words for each error. Thereafter the penalty is usually ten words for each error, except when a special drive is being made to increase the stroking rate. In such instances the penalty for errors is decreased to lessen students' fear of making errors and thus to encourage them to increase their stroking rate just as much as possible. In other words, throughout the course the penalty for errors is not an arbitrary amount established regardless of the needs of the student; instead the penalty is determined according to the objectives of a particular drill or exercise and according to the needs of the student at that particular time.

PERSONAL-USE TYPEWRITING

All first-semester typewriting is fundamentally for personal use. It is educationally unsound to think that personal-use typewriting is something less exact in its demands and something, therefore, vastly different from (and frequently considerably inferior to) vocational typewriting. We must not lose sight of the fact that the fundamentals of typewriting are the same irrespective of whether the goal is personal or vocational skill. Personal-use typewriting differs from vocational typewriting in its application of developed skills. The problems used for the application are different from vocational problems, but the materials used for developing the fundamental skills can be the same for both groups of students.

The student who is later to use typewriting vocationally has as much need to know how to adapt his skill to the typing of personal problems as the student who says he will never use typewriting vocationally. Similarly the personal-use typist needs the basic techniques just as much as the student who has elected to study typewriting for its vocational use. A shifting emphasis in vocational plans may cause the personal-use typist to see in his typewriting skill a means of

earning a living when this unexpected demand arises.

Part I of 20TH CENTURY TYPEWRITING has been written to meet the need of students who want to learn to type. The major emphasis is upon the development of good patterns of typing skill. Applications are made through the use of personal problems selected from student work. Composition at the typewriter is taught as a means of helping students to develop some skill in thought typing. This is as near a real personal-use course in typewriting as can be provided. No textbook, regardless of its title, can provide truly personal-use practice materials. Each student must furnish his own problems to be typed if they are to be significantly personal to him. The textbook can furnish a minimum of such problems merely to show form and to provide the opportunity for the student to experiment with setup.

The personal-use emphasis is continued in Part II, but the primary emphasis in Part II is upon the development of typing skill in simple office problems, together with the development of desirable work habits and understandings of office behavior.

CLASSROOM ACTIVITIES

The daily classroom work cannot be regimented. Unexpected problems, many of which cannot be planned for in advance of the class period, arise and must be met. Organization for teaching, though, reduces to a minimum the problems that upset plans and hinder progress.

Lessons must be planned. A variety of procedures must be provided to avoid the monotony of repetitive work. This planning must be in terms of stated objectives. Students learn to type through purposeful practice—not through haphazard practice. They must be guided in their effort to improve in their work; and this guidance must make use of proved materials and procedures. A variety of practice materials and the proved procedures have been provided in the textbook. The work of setting the problems through which typing power will be achieved must remain largely that of the teacher.

All teachers of typewriting must (1) observe students at work in order to know how to plan for remedial practice, (2) do floor work so

as to give individual help when such help is most needed, and (3) lead students to experiment so that they will recognize the need for organized materials and teaching procedures through which typing power can be developed.

Observation. To say that a teacher must observe to some purpose is a trite way of saying that we do not always *see* when we look. Observation must be critical. Records of the observations should be kept in order that remedial teaching may be clearly planned.

In the first week's work, probably the most effective plan of observing the students at work is to draw up a general check list of the techniques initiated, such as manipulation activities—(a) machine adjustments, (b) carriage throw, (c) shift-key control, (d) space-bar control—and to use this check list in observing, row by row, the work of the students. Do not attempt to examine all techniques at one time. Instead, the carriage throw of all students should be checked row by row; then the shift-key control

should be examined in the same way. A note of the general class weaknesses should be made; and remedial drills should be based upon the known needs. This plan will result in more effective drill and will save time for both the teacher and the students because many of the students will improve their technique under the daily instruction without specific remedial work.

Observations must be recorded if the most effective use is to be made of them. It is suggested, therefore, that a stenographer's notebook be used for a record of the observations of students at work. Assign two or three pages to each student and on them note all pertinent observations concerning the work of that student throughout each semester. Not only does this method afford the teacher an excellent plan for determining remedial instruction, but it also gives the teacher a complete picture of each student at work. This record will be of help in personal conferences with the student or with the parents.

Floor Work. While the students are working at individual problems, the teacher can make best use of his time by doing floor work. He should first give personal help to students who are experiencing difficulty in setting up problems or in interpreting directions. The teacher must not, however, fall into the habit of doing most of the thinking for the students. As thinking is involved in problem-solving in typewriting, the teaching of this subject should be thought of in terms of successive challenges to students. Too many teachers carry students along on the wave of their own enthusiasm, directing every movement of the students and leaving few, if any, problems for them to solve by their own effort. This is poor teaching and results in weak students.

Students should be forced to think through some problem every day, whether it be the interpretation of oral or printed instructions, the determination of margin-stop adjustments, or the figuring of vertical and horizontal placement. Students should be challenged in terms of their techniques, work habits, and production.

In doing floor work, teachers must guard against the temptation to disturb students unnecessarily. The teacher who inquires most solicitously of a student who is typing, "Do you need any help?" or, "How are you getting along?" is not at all helpful. By pausing to comment to a student who is typing, "That is very nice work," the teacher may be giving good commendation,

but his teaching is poor, for it distracts the attention of the student from the problem at hand, breaks the continuity of effort, and forces him to begin his whole attack again.

Student Experimentation. The purpose of student experimentation is to establish the problem. Unguided experimentation must not continue long enough to initiate a wrong habit. Habits are initiated, developed, or strengthened every day. A student cannot even "go through the motions" of typewriting without forging the chain of habit. Experimentation brings into clear view the contrast between doing things in an awkward way and doing them in a skillful manner. This contrast can be presented vividly through student experimentation followed by teacher demonstration. Show the saving of time and effort through doing things in the right way. This saving provides the necessary motivation for establishing correct responses.

Teacher Demonstration. The time for teacher demonstration is immediately after the students have attacked the problem. If a demonstration table or stand is not available, a typewriter may be placed on the teacher's desk. Type with good technique and absolute control. This typing need not be done at a fast rate, but it should be done with expert technique. The demonstration will help to establish the teacher's standing in the eyes of the students, will challenge their interest, and will motivate their effort.

Repetition. In the textbook uniform directions are given for the minimum typing of each drill or exercise. Obviously, these directions may have to be varied to meet the needs of individual students. No one, other than the teacher in co-operation with the student, can set the minimum or maximum number of repetitions that should be required. The ease or the difficulty of motivating repetition practice must be considered in deciding the minimum or the maximum times a sentence, a line of drill, or an exercise should be typed. Repetition should never be required beyond the point of student interest in the work. The law of diminishing returns begins to operate very quickly in repetition that is not meaningful. Still, repetition helps to increase the stroking rate and to fixate necessary skills and understandings. Well-motivated repetition is an aid in developing typing power.

FOUNDATION TECHNIQUES OF TYPING POWER

The use of right techniques in typing will inevitably lead to the development of good typing power. It is more important to check pupils to see that they have and use the right typing technique than it is to check their finished work. Some of the basic techniques are listed and discussed briefly. The teacher's insight into how to develop these techniques and how to avoid the mental blocks, or hindrances, to continuous growth will be the determinant, in a large measure, of the upper levels of skill achieved by the students.

1. **Stroking.** Right stroking is more than correct fingering, important though that is; it is the use of a quiet, swift stroke and release of the key and the passing to the following stroke without pause. Stated negatively, there are some types of strokes that will hinder the development of good typing power. Be alert, therefore, to check the tendency of students to fall into the error of such faulty stroking techniques as those listed below:

- a. Shoulder-punch stroke—caused by the stiffening of the arm, the shoulder, and the finger.
- b. Mashing stroke—caused by pushing the key instead of hitting it.
- c. Glancing or hesitant stroke—caused by uncertainty of fingering or improper alignment of the hand with the keyboard.

2. **Relaxation.** This is a somewhat misunderstood term. Relaxation does not imply a slouched position. On the contrary, an alert relaxation means that the student is poised and free to work without the interference of taut muscles. The fingers must be somewhat tense in order to have the power to deliver the stroke; but the shoulder and forearm muscles must be relaxed.

3. **Quiet Control.** The fingers must do the work without forearm movement and with a minimum of hand movement. The elbow must be held quiet. Unnecessary elbow, forearm, and hand movements are definite handicaps to the development of typing skill.

4. **Finger Weight.** The fingers must rest very lightly in the typing position. Frequent checks should be made to see that the fingers are not depressing the guide keys. If there are many clashes of keys in the basket, this is one possible cause of the trouble.

5. **Mind-Set or Attitude.** How the student feels about his typing will have a marked effect on how he types. Students must be made to succeed. Standards should be used to guide and to motivate practice as well as to measure achievement. When standards become hindrances to progress, they need to be modified. Failure tends to become a habit just as success becomes a habit. Students must not fail for any considerable period of time if interest is to be maintained and progress is to be made. So it is that the attitude of the student becomes a foundation or cornerstone on which real typing power is built.

6. **Manipulative Control.** Use a short throw—elbow held close to its normal position, hand bent at the wrist, and fingers slightly curved. It is imperative that typing start immediately after the throw is made. This can be done without any sense of hurry.

7. **Shifting for Capitals.** Use the "hinge" movement at the wrist. The elbow must be held in its normal position, without movement, as the shift key is controlled.

8. **How to Read the Copy.** The student must be taught when to use the letter level in typing and when to type on the word level. When the objective of the drill is to speed up stroking, the student should be told to type short words on the word level. When the objective of the drill is to reduce speed and to improve control, the typing can be on the letter level.

Specifically, when exercises are assigned for the purpose of measuring the student's ability to type with a minimum number of errors, he should be told to type on the stroke level, as typing on this stroke level, particularly at the beginning, will give a feeling of certainty in directing the strokes that will result in greater accuracy in the finished work. An example of a lesson in which letter-level typing and word-level typing are used is Lesson 20. The Conditioning Practice and the Technique Study should be typed on the stroke or letter level. The materials used for practice are such that letter-level typing is clearly called for in this early learning stage. In Exercise 20 the emphasis is on increasing the stroking rate. Students may therefore be urged to use word recognition on the short words. Some students will find that they can type two-letter words on a sin-

gle typing impulse, and others will be able to type three- or four-letter words. In the Speed Emphasis of this Lesson 20, the student should be instructed to think and to type the word as a whole in handling the first two lines. It will be necessary for the student to drop to the letter level in typing some of the less frequently used words, such as dialed, sewn, or pale. In fact, some students will not be able to handle the four-letter words on the word level. Some of the students may be able to type the sentences of the Speed Emphasis with a combination of word-recognition and letter-level typing.

We know altogether too little about the best reading habits for different levels of typing skill, but we do know that failure to keep the eyes on the copy interferes seriously with the accurate and rapid recognition of material to be typed.

As a part of copy-reading, therefore, the student must set up the habit of holding his eyes

on the copy as he types, including the throwing of the carriage. This problem of holding the eyes on the copy is complicated by the difficulty of distinguishing the ringing of the bell. In classrooms where many typewriters are in use and where some of the typewriters have very weak bells, the problem is difficult to solve; but the problem can and must be handled. Students can develop a line-length sense that will prepare them for the end of the line. Further, even though the bells on the typewriters ring, they may not ring loud enough. Students can develop an awareness of the ring of the bell on their own typewriter even though it rings rather faintly.

A large part of this problem is mental and it is further complicated by the fact that students take timed writings under pressure and their great sense of hurry tends to reduce their perception of some of these less forceful things connected with their work.

BASIC PRINCIPLES OF DRILL

Drill completed without attention to its use or purpose tends to be wasteful. This basic principle suggests that the drill must represent a meaningful situation. A student may go through the motions of typing without learning anything even though he makes the required repetitions; but when the drill is made meaningful through proper motivation, it unquestionably improves typing power. The teacher should help students to see the purpose of a drill, determine the outcomes expected, select the practice procedures that will guarantee the achievement of the expected outcomes, and decide the approximate number of repetitions needed. There is no particular merit in doing so many lines of a drill either with or without errors. Klapper says, "Mere practice will not develop habit. The repetitions must be *regular* and *frequent*, rather than numerous, and made with all the attention at the individual's command."¹

The completed drill is of little importance; the significant thing is what takes place as the drill work is done. To say the same thing in another way, we should pay less attention to what the students do to the practice materials than to what the practice materials do to the students.

Every hour of practice should produce growth in typing power. This growth may not be observed readily in the day-by-day classroom work, but it should show as a positive upward learning curve when the student charts his progress.

There are different drill procedures that may be used effectively when they are selected to fit the needs of the students and are in harmony with the practice materials. These drill procedures are:

1. Direct dictation
2. Unison copying
3. Individual typing
4. Timed-sentence and paragraph writing
5. Manipulation drills

Direct Dictation. Direct dictation is an effective teaching procedure that can be used with any method. It should be started in the first week of typing. Through the wise use of this device, students can be stimulated to a readier response, word recognition can be developed easily, and typing power can be achieved quickly.

Direct dictation should be used for only a part of each lesson. Begin with simple words, such as *he* or *an*. Dictate the word. Have the

¹ Klapper, Paul, *Contemporary Education, Its Principles and Practices*. D. Appleton and Company, New York, 1929 (p. 550).

students say the word aloud and then type it. The impulse to type comes with the degree of positiveness and vigor that the students use in pronouncing the word. The first writing will be awkward, hesitant, and quite likely on the letter level; but as direct dictation is given in succeeding lessons, the clumsy and useless motions will drop away and the students will emerge with the ability to type simple words on the word-recognition level and with a quickened stroking that will result in increased typing power.

Direct dictation is an excellent device for getting students to work quickly at the beginning of the period. It can be used at various times throughout the lesson to vary the classroom procedure and to increase stroking power. If there is a tendency for the students to clash the keys, the teacher should check shoulder-and-arm tension and emphasize relaxation of all parts of the body except the fingers.

Unison Copying. This technique has limited value. It is best used with students who are typing too rapidly and need to have the jerks eliminated through stroke-by-stroke typing with emphasis on rhythmic continuity; and with students who are typing with a slow, heavy stroke and need to have the stimulus of quick, forceful (not necessarily loud) direct dictation on the individual letter level. Unison drill should be dictated by the teacher as the students copy from the textbook or from the blackboard.

Individual Typing. Students learn in different ways and work at different rates. There is no justification for keeping all students typing at the same rate or with the same practice procedure. Adapt the rate and the practice procedures to fit individual needs. Let each student help to choose his practice procedure and encourage him to experiment with typing at different rates. One student may need to try for a spurt in speed. Let him set his goal for the period or for the week's practice, and force him to appraise his progress and to modify his practice procedure if he is not achieving his goal. Another student may need to work for greater control and should set as his goal the reduction of gross strokes until he has demonstrated the ability to type with accuracy.

Drill to overcome major class difficulties can be done in unison; but most learning difficulties are individual, and the teacher's best work will

probably be done with the students as the latter do their individual typing.

Timed-Sentence and Paragraph Writing.

In the textbook the student is given definite practice procedures for the timed writings of sentences and paragraphs. The function of this practice is to increase the stroking rate. Students respond to the drive for speed as heartily as they do to any other types of practice. The best results are usually obtained when each student is given a specific goal that he is to try to achieve at the end of a fixed time—a week, two weeks, or at the most three weeks. The long-range goal is important to have in mind, but it seldom motivates practice, for students feel that it is too remote to have any immediate interest to them. Set the goal for the increased stroking rate at three to five words faster than the average gross rate used at the beginning of the budget. When the gross stroking rate has been achieved or approximated, the goal may be shifted to the achievement of a specific accuracy rate.

When students are to type for control but are given no specific speed requirement, they should be taught to type at a rate that is slow enough for them to write with complete confidence. Some students will type on the stroke level until they have developed the confidence that makes for good work. Other students may have the skill necessary for a combination of stroke and word typing. The same practice procedures cannot be successfully used with all students.

Manipulation Drills. The primary purpose of manipulation drills is to teach precise control of the typewriter. Of course, the students need to understand the things taught in the manipulation drills; but knowledge is not enough—there must be skill in handling the typewriter, too. A manipulation drill usually offers a problem in the control of a machine part or parts. The students should not be expected to give a perfect response at the first effort. There should rather be frequent repetitions of the drill to ensure progressive growth in the power to do the things called for in the drill. Manipulation-drill practice should not be checked for errors, nor should daily marks be given to students for this work. The growth of each student is the significant thing, and this work should be given without thought of establishing grades.

GRADING SCALE

The use to be made of grades and the goal set for the part, lesson, budget, or instructional block are determinates of the plan used for establishing student grades. The selected-problem plan calls for the sampling of the work of students, on the assumption that frequent sampling gives an adequate measure of student power to typewrite. Obviously the problems must be representative of the work for which measurement is sought. Specifically, typewriting power is not something that is determined by one measure such as straight-copy skill. Straight-copy typewriting has its place in a measurement program, but it is of decreasing importance as the student grows in power to type office materials.

Marking papers is one of the nightmares of teaching typewriting. At one extreme, some teachers attempt to check each page typed. The outcomes of this effort are often lowered vitality, less time devoted to individual students, failing eyesight, and the constant accumulation of papers to be graded. This effort is caused by an erroneous conception of the duty of a teacher. At the other extreme are a few teachers who shift to students the entire burden of checking papers. This practice is sound in theory: students should be held responsible for discovering their own errors and for accurately marking their papers. This requirement is one of the demands of business. Businessmen say that we must establish in the classroom, as has long been done in business, the principle that each worker must know through his own proof whether his work is right or wrong. In practice, however, the plan breaks down in the classroom. As grades are determined to a large extent by the accuracy of the work, the incentive to find all the errors that have been made is slightly less in fact than in theory. Somewhere between these two extremes there must be a way of handling papers that will more nearly conform with a sane conception of the function of the teacher and, at the same time, provide a close check on the productive ability of each student.

Selected-Problems Plan. The selected-problems plan is based on two assumptions:

1. That the function of textbook materials is to provide problems through which typing growth takes place.
2. That learning involves (a) experimentation on the part of the learner; (b) a checkup on procedures and understand-

ings, followed by practice to fixate the right habits and to establish a mastery of the right forms; and (c) testing to determine the extent of the growth that has taken place.

If these basic assumptions are accepted, not all work completed by the students will need to be submitted for marking purposes. Instead, certain problems or budgets will be selected for the purpose of establishing the mark for the instructional block or for the particular report period. This plan adheres to the accepted philosophy of sampling all teaching (student learning) in building tests. A comprehensive outline of the steps involved in the use of the selected-problems plan will provide a check for experienced teachers and will give guiding principles for beginning teachers.

1. Drills are expected to make desirable changes in the way students type. During the time these changes are made, very little testing should be done. Students should experiment with different ways of attacking the problem of improving typing power, and this experimentation can be done in drill periods. Drills have special functions in the building of typing power, therefore, and the completed work is not to be used to furnish a basis for grading. If errors are checked at all in drill work, they are to be checked for the purpose of finding the learning difficulties as the student works toward the objective that has been set for the particular drill.
2. All typing of exercises for each report period should be filed. If there is a marked difference between the score made on the selected problems used for marking purposes and the student's self-appraisal, all work should be checked to determine the grade earned when work is marked on the basis of total production.
3. At stated intervals the accuracy of the mark for selected problems should be checked through the use of an objective performance test.

The use of this plan will reduce the burden of marking papers and will give an added incen-

tive to the students to proofread their work carefully. The plan shifts the emphasis from typing to establish a good mark to typing to achieve a particular objective; yet each student knows that he must meet reasonable standards in the test situations.

A suggested grading scale will have to be adapted to meet special conditions or situations. School grading scales can be substituted for the scales given here, but school standards should be

set to identify the outstanding students who earn honor marks (A and B) and to take care of the slow learners by permitting them to earn a minimum passing grade (a D grade). Many students who achieve relatively low skill in typing will be able to use even this low skill when typing their own personal papers. The grading scale should not be used as a device to fail or to discourage students, but at the same time it should hold the superior students to high standards.

GRADING SCALE—PART I

This scale suggests the method of grading each section or budget according to the selected-problem plan. Scales for Parts II, III, and IV are given on pages 19, 22, and 23 of this manual.

LOCK	SECTION	LESSONS	PAGES	BASIS OF GRADE	GRADING SCALE					BONUS POINTS
					A	B	C	D	F	
I	2	7-10	17-23	Gross words per minute: average of two 3-minute writings on an exercise selected by the teacher.	15-up	12-14	9-11	7-8	0-6	
	3	11-16	23-33	Errors in two typings of one exercise selected by the teacher.	0-2	3	4-5	6-8	9-up	
II	1	17-22	34-42	Gross words per minute: average of two 2-minute writings on an exercise selected by the teacher.	22-up	18-21	14-17	10-13	0-9	
	2	23-26	42-47	Total points earned on technique studies and exercises.	120-up	105-119	90-104	75-89	0-74	
III				Net words (1-word penalty) per minute on a 3-minute writing selected by the teacher.	22-up	18-21	14-17	10-13	0-9	
	1	27-31	48-56	Errors in two typings of one exercise selected by the teacher.	0-2	3	4-5	6-8	9-up	
	2	32-36	56-63	Gross words per minute for a 5-minute writing on an exercise selected by the teacher.	30-up	25-29	20-24	15-19	0-14	
	3	37-44	64-66	Net words (2-word penalty) per minute on a 5-minute writing selected by the teacher.	33-up	30-32	24-29	17-23	0-16	
IV	BUDGET									
	I	45-49	67-74	Number of progressions made.	3-up	2	1	0		
				Errors in one exercise selected by the teacher.	0	1	2	3	4-up	
	II	50-54	75-81	Number of progressions made.	3-up	2	1	0		
				Errors in one exercise selected by the teacher.	0	1	2	3	4-up	
	III	55-59	81-88	Number of progressions made.	3-up	2	1	0		
				Errors in one exercise selected by the teacher.	0	1	2	3	4-up	
	IV	60-64	88-94	Number of acceptable exercises typed.	All	4	3	2	0-1	
V				Net words (3-word penalty) per minute for a 5-minute writing selected by the teacher.	37-up	33-36	30-32	25-29	0-24	
	V	65-69	95-103	Errors in one exercise selected by the teacher.	0	1	2	3	4-up	
				Total bonus points earned.						
VI		70-75	104-108	Net words (10-word penalty) per minute for a 5- or 10-minute writing.	5-Min. 40-up	36-39	33-35	30-32	0-29	
					10-Min. 35-up	30-34	25-29	20-24	0-19	
				Total bonus points earned.						

This grading scale is designed to assist teachers in establishing satisfactory grades according to the selected-problem plan. When this system is used, satisfactory grades can be determined with a reasonable amount of checking of papers.

The grading scale for each part is also printed on the inside of the front cover of the workbook. When the workbook is used, teachers will wish to permit students to indicate the grades given on the scale provided for their use. In this way each student will have before him a record of his progress that will provide an incentive for him to put forth his best efforts. When he knows exactly what goals he is expected to achieve, he will make an effort to achieve them. The use of

the progress chart will then help the teacher to motivate the course and will encourage the students to attempt in every lesson to come up to satisfactory standards.

One progress card incorporating the grading scales shown in this manual will be furnished free on request for every textbook purchased; thereafter cards may be purchased for \$1 a hundred, subject to the usual school discount.

The grades given for the various sections or budgets should be averaged at the end of a grading period to provide the grade for the daily work. In determining the final grade, the mark for the daily work should probably be considered as two thirds of the final grade. The other one third should be based upon tests.

There are four tests published for each part of the text that may be obtained from the publishers. They include timed writings and tests of various kinds on the related knowledges or theories that are taught throughout the course. If these printed tests are not used, it is recom-

mended that the teacher prepare tests not only to measure students' progress in speed and accuracy, but also to test objectively on the various types of problem material that must be mastered by the capable typist.

COMMENTS ON THE GRADING SCALE FOR PART I

Instructional Block I

Section 1, Lessons 1-6. The grading schedule does not provide space for a grade for Lessons 1 to 6. It seems unnecessary to assign grades to these preliminary lessons. If, however, the school requires a grade to be recorded each week for each student or if the teacher desires to do so, an individual grade can be derived by the use of the Technique Rating Scale given below:

1. Stroking
 - a. Right fingering
 - b. Quick key release
 - c. Light finger weight on keys
2. Relaxation
 - a. Absence of tenseness in shoulders and arms
 - b. Back erect but not rigid
3. Quiet Control
 - a. Almost motionless forearms and elbows
 - b. Minimum wrist movement
 - c. Hands poised near keyboard—no bouncing in the air
4. Mental Attitude (or mind-set)—works with confidence
5. Control of Operative Parts
 - a. Carriage return
 - b. Shift keys
 - c. Space bar
 - d. Inserting and removing paper
6. Reading the Copy
 - a. Eyes held on copy
 - b. Appropriate use of letter-level reading
 - c. Appropriate use of word-level reading

It is recommended that the rating scale be duplicated and that each student be checked the first week and at stated intervals thereafter. It is recommended that one technique be checked for all students in one period. This will give

greater exactness in scoring the students. Use the following scoring points:

Superior	4 points
Satisfactory	3 points
Fair	2 points
Acceptable	1 point

Total the points given for each of the six major headings and mark on the following basis:

20 to 24	A
15 to 19	B
9 to 14	C
4 to 8	D

The technique rating scale given above serves a different purpose than the technique check sheet that is found on page 1 of the workbook. The scale given above is to be used for rating students in terms of the six basic techniques. The technique check sheet in the workbook is to be used to indicate to each student the details of technique that need his immediate and continuing attention until improvement is made.

The technique check sheet in the workbook may be used at stated intervals or during each day until the various techniques are mastered. When this technique check sheet is being used, the workbook should be on the student's desk opened to this page so that as the teacher passes about the room he can check the sheet to indicate techniques that should be improved. For example, a small check mark in the first block under A of "Position at the Typewriter" indicates to the student that he is to sit eight or ten inches from the typewriter and specifically calls to his attention that his present position is not correct. Students may sometimes ignore oral suggestions that are given them; but if one technique is checked on two or three different days, the emphasis coming from the mere repetition of the check marks is so emphatic that it cannot be ignored. When the teacher believes that a technique that has once been checked has been mastered, he may, if he wishes, place an O. K. by that technique to give the student the satisfaction

that comes from knowing that his accomplishment has been recognized.

Section 2, Lessons 7-10. The grades for the various sections and budgets may be satisfactorily determined by the selected-problem plan. According to this plan not all the material typed by each student is graded. Only a sample is graded and the grade given to that sample is the grade for the entire section or budget. In order that students may not know in advance which sample is to be graded, the grading scale in the workbook indicates only that a problem selected by the teacher is to be graded. In this manual, however, the problem to be used in the grading of each section or budget is recommended. Other material may be selected for sampling, but that which is recommended will prove to be satisfactory.

It is recommended that for Section 2, Lessons 7-10, the grade be determined by the average of two 3-minute writings of Exercise 10.

Section 3, Lessons 11-16. Exercise 16 may be used as the selected problem for grading in this section. Note that the exercise is typed twice on a half sheet. The number of errors on the grading scale refers to the errors made in the eight lines required in the two typings.

Instructional Block II

Section 1, Lessons 17-22. Exercise 20 is recommended for the selected problem for grading. Use the average of any two 2-minute writings or an average of all of the 2-minute writings in the exercise.

Since the purpose of this section is to increase the stroking rate, the number of errors made in these writings should not have any bearing on the grade given. Caution students against attempting to type faster than they can type with a feeling of ease and control.

Section 2, Lessons 23-26. For this section two grades are to be assigned. One is the total points earned in the technique studies and exercises and another is based on the net words in a 3-minute writing. As the grades are assigned on a sample of all the work done, it is not objectionable to assign two grades to this section. If the teacher wishes to do so, however, he may, when two grades are recorded for a single section or budget, average the grades in order to find the final section or budget grade.

Grading the Technique Studies and Exercises. The grade for the technique studies and exercises is based on the total points earned according to the methods described on pages 43 and 44 of the textbook. If for a particular class the requirements seem to be too high or too low, the teacher may, if he wishes, assign grades according to each student's standing in the class. If this plan is followed, the total points earned by each student are determined and the totals for all students are arrayed in order. The grade *A* may be assigned to the upper one fourth of the class, the grade *B* to the next one fourth, the grade *C* to the third one fourth, and the grade *D* to the lowest one fourth.

The scoring scale on page 47 of the textbook is for the guidance of the student in determining his achievement. Note that in that scoring scale *S* for *Satisfactory* corresponds to both *B* and *C* on the grading scale. If the grading scale recommended in this manual is used, the scale at the bottom of page 47 should be ignored.

Grading the 3-Minute Timed Writings. Use the 3-minute timed writing in Lesson 26 as the selected timed writing. The rate per minute on the grading scale for this timed writing is the same as that used in Instructional Block II, Section 1. It should be noted, however, that for Section 2 a 3-minute writing is scored, whereas only a 2-minute writing is used to establish the mark in Section 1. Furthermore, the emphasis in Section 2 is on control rather than on speed and a penalty of one word for each error is applied, whereas in Section 1 there was no penalty for errors. For these reasons, students who show even a slight gain over their record in Section 1 have, in fact, demonstrated considerable growth.

Instructional Block III

Section 1, Lessons 27-31. Exercise 30 is recommended as the selected problem by which to establish a grade for this section. The number of errors permitted for various grades is the same as that for Instructional Block I, Section 3. There is a difference in the requirements, however, for Exercise 30 has seven lines to be typed twice, whereas Exercise 20, the exercise recommended for use in grading Instructional Block I, Section 3, has only four lines to be typed twice. This is another illustration of the organized plan for challenging students to meet successively higher standards.

Section 2, Lessons 32-36. Exercise 36 is recommended as the selected problem for grading. Determine the grade by one 5-minute writing or by the average of two or more 5-minute writings. Since the objective is to improve the stroking rate, the number of errors should not be considered in establishing the grade.

Section 3, Lessons 37-44. The grade may be established on the net words per minute in one 5-minute writing selected by the teacher or on the basis of the average in two or three 5-minute writings. Observe that a 2-word penalty for errors is applied in these writings.

Instructional Block IV

Budget I, Lessons 45-49. In this budget, grades are given both for the number of progressions made and for accuracy in a selected exercise.

In the scale for progression, a *D* grade is given even though no progressions are made on the assumption that at least three writings are typed and that this repetition work is worth the minimum grade.

Exercise 48 is recommended as the selected exercise. The grade on the exercise may be based on the average of the two required writings or it may be the better of the two writings.

Budget II, Lessons 50-54. Again grades are determined both on the basis of the number of progressions made and the number of errors made in one exercise selected by the teacher. The recommended exercise is Exercise 52.

Budget III, Lessons 55-59. Exercise 57 is the exercise recommended for grading. The grading is the same as that used in the two preceding budgets.

Budget IV, Lessons 60-64. Two grades are to be assigned for this budget, one based on the exercises and the other based on a 5-minute writing.

As erasing is permitted in the exercises, each exercise should merely be checked as acceptable or unacceptable. The grade for the exercises should then be determined by the total number of acceptable exercises handed in.

It is recommended that the grade for the 5-minute writing be based on the timed writing in Lesson 64 or the average of the timed writings in Lessons 63 and 64. Note that a 3-word penalty is charged for each error.

Instructional Block V

Budget V, Lessons 65-69. Two grades are assigned for this budget, one based on the errors in a selected exercise and the other based on bonus points earned.

Exercise 67 is recommended as the selected problem for grading. Even though erasing may be permitted in the other exercises in this budget, it should not be permitted in this exercise that is to be marked for errors. The student may, however, be asked to identify each of the errors to show that he has proofread the letter carefully. If it is desired to place emphasis on proofreading, a penalty of one additional error may be counted if all errors are not identified.

It is also recommended that for each 10 bonus points earned, an *A* grade be recorded to be averaged with the other grades. Failure to earn bonus points should not lower the average grade, since bonus typing should, as is suggested by its title, be extra-credit work and should not be uniformly required. If students have this opportunity to earn additional *A* grades to be averaged with their other grades, they will approach the work with more enthusiasm than they might otherwise have.

Instructional Block VI

Lessons 70-75. For this instructional block a 10-word penalty for errors is applied in timed writings. Establish a grade for one 5-minute or one 10-minute writing or for an average of the two best 5-minute or 10-minute writings. The length of the test for establishing the grade will be determined by school requirements. If there are no such school requirements, use the 5-minute writing. Observe that the grading scale for the 10-minute writing is somewhat lower than that for the 5-minute writing.

For each 10 bonus points earned, record an *A* grade to be averaged with the other grades.

GRADING SCALE—PART II

BLOCK	BUDGET	LESSONS	PAGES	BASIS OF GRADE	GRADING SCALE					BONUS POINTS
					A	B	C	D	F	
VII	VI	76-80	111-118	Net words (10-word penalty) per minute for a 5-minute writing selected by the teacher.	40-up	36-39	33-35	30-32	0-29	
	VII	81-85	118-125	Number of progressions made.	4-up	3	2	1	0	
				Errors in one exercise selected by the teacher.	0	1	2	3	4-up	
				Total points earned for extra-credit work.						
	VIII	86-90	125-132	Number of progressions made.	4-up	3	2	1	0	
				Number of acceptable exercises typed.	All	4	3	2	0-1	
				Total points earned for extra-credit work.						
	IX	91-95	132-137	Net words (10-word penalty) per minute for a 10-minute writing selected by the teacher.	40-up	36-39	33-35	30-32	0-29	
				Number of mailable letters typed.	8-up	6-7	4-5	3	0-2	
				Number of mailable letters typed.	10-up	8-9	6-7	4-5	0-3	
VIII	SECTION	1	101-105	Ten bonus points for each acceptable extra-credit letter.						
				Gain in words in stroking rate as shown by the difference between the record of the first 10-minute writing and the average of the last two 10-minute writings.	7-up	5-6	3-4	1-2	0	
	BUDGET	2	106-110	Per cent of line accuracy in a 5-minute writing selected by the teacher.	95-100	90-94	85-89	80-84	0-79	
				Total points earned for control-drill paragraphs.	30-up	25-29	20-24	15-19	0-14	
IX	XI	111-115	146-152	Exercises typed.	Superior		Acceptable		Unaccept.	
				Total points earned for extra-credit work.						
	XII	116-120	153-160	Exercises typed.	Superior		Acceptable		Unaccept.	
				Total points earned for extra-credit work.						
X	XIII	121-125	161-170	Net words per minute for a 5-minute writing selected by the teacher.	45-up	40-44	35-39	30-34	0-29	
				Exercise typed.	Superior		Acceptable		Unaccept.	
	XIV	126-130	170-174	Number of bonus points earned.						
XI	XV	131-135	175-183	Errors in one exercise selected by the teacher.	0-2	3	4-5	6	7-up	
				Net words (10-word penalty) per minute for the 10-minute writing.	40-up	36-39	33-35	30-32	0-29	
	XVI	136-140	184-187	Errors in one exercise selected by the teacher.	0	1	2	3	4-up	
				Net words (10-word penalty) per minute for the 10-minute writing.	40-up	36-39	33-35	30-32	0-29	
XII		141-145	188-192	Gain in words in stroking rate as shown by the difference between the record of the first 10-minute writing and the average of the last two 10-minute writings.	10-up	7-9	5-6	2-4	0-1	
XIII	XVII	146-155	193-203	Number of mailable pieces typed.	All	12	8-11	5-7	0-4	
				Net words (10-word penalty) per minute for a 10-minute writing selected by the teacher.	45-up	40-44	35-39	30-34	0-29	
				Errors in the selected 10-minute writing.	0-1	2	3-4	5	6-up	

NOTE: A record is to be made for the following block only if the pupil is using the one-year book. The budgets in this block are not contained in Part II of the complete book because the same subject matter is treated in greater detail in Parts III and IV.

BLOCK	BUDGET	EXERCISE	PAGES	BASIS OF GRADE	GRADING SCALE				
					A	B	C	D	F
XIV	XVIII	156-158	204-207	Exercises typed.	Superior		Acceptable		Unaccept.
	XIX	159-164	208-210	Exercises typed.	Superior		Acceptable		Unaccept.
	XX	165-168	210-212	Errors in one exercise selected by the teacher.	0-1	2	3-4	5	6-up
	XXI	169-170	212-215	Exercises typed.	Superior		Acceptable		Unaccept.

COMMENTS ON THE GRADING SCALE FOR PART II

Instructional Block VII

Budget VI, Lessons 76-80. The grade may be established on the basis of the net words per minute in one 5-minute writing selected by the teacher or on the average of the two best 5-minute writings.

The grading scale for this budget uses a 10-word penalty for each error. This penalty is not uniformly applied by all teachers. It is recommended at this point, however, and for all other budgets, except a few in which special emphasis is placed upon the increasing of the stroking rate, in order that the progress from week to week may be measured easily.

This budget develops new methods and techniques that will be tested in later budgets. It is,

therefore, unnecessary to grade any of the exercises. If, however, a teacher wishes to establish a grade for the exercises, one exercise may be selected and marked on the basis of: 0 errors, A; 1-2 errors, B; 3 errors, C; and 4 errors, D.

Budget VII, Lessons 81-85. Three grades are recorded for this budget. They are based on: (1) the number of progressions made in the progression typing; (2) the number of errors in one exercise selected by the teacher (it is recommended that Exercise 84 be used for this purpose); and (3) the total points earned for extra-credit work. An additional grade of *A* may be recorded for each 10 points earned.

Budget VIII, Lessons 86-90. Grades are given for the number of progressions made, the number of acceptable exercises typed, and the total points earned for extra-credit work. An *A* grade may be recorded for each 10 points earned for extra-credit work.

An exercise should not be considered acceptable if all correctible errors have not been corrected. If erasing is not permitted, all correctible errors should be identified by the student.

Budget IX, Lessons 91-95. Determine the grade for the timed writing on the basis of the net words per minute in one 10-minute writing selected by the teacher. The scale used for marking the timed writing is the same as that used in Budget VI. It will be observed, however, that this scale is for a 10-minute writing and that the scale in Budget VI was for only a 5-minute writing. Furthermore, in the intervening budgets the emphasis has been on production and not on increasing the stroking rate. If students have retained their straight-copy rate and are able to continue it for the longer period, their work has been satisfactory.

Determine the grade for the exercise by the number of mailable letters typed. It is assumed that erasing is permitted or that an identification of a correctible error is accepted in place of the erasure.

Budget X, Lessons 96-100. Determine the grade for the exercise by the number of mailable letters typed. A letter is mailable if all errors have been corrected neatly. If the school does not permit erasing, correctible errors should merely be identified.

For each acceptable letter typed as extra-credit work, record 10 bonus points. For each 10 points an additional *A* grade may be assigned.

Instructional Block VIII

Section 1, Lessons 101-105. As the purpose of this section is to increase the stroking rate, the grade is based on the gain in stroking and errors may be ignored in determining the grade.

Section 2, Lessons 106-110. The objective of this section is to improve accuracy. With this goal in mind, the grade is based on the per cent of line accuracy in a 5-minute writing selected by the teacher. As is explained at the top of page 142 of the textbook, the per cent of line accuracy

is found by dividing the number of errorless lines by the total lines typed. No attempt is made to consider speed of writing in determining the grade.

The grade for the total points earned for control-drill paragraphs should be assigned in accordance with the grading scale. If the grades for a particular class seem too high or too low, the teacher may, if he wishes, assign grades according to each student's standing in the class. If this plan is followed, the total points earned by each student are determined and the totals for all students are arrayed in order. The grade *A* may be assigned to the top one fourth of the class, the grade *B* to the next one fourth, the grade *C* to the third one fourth, and the grade *D* to the lowest one fourth.

Instructional Block IX

Budget XI, Lessons 111-115. The objective for this budget is to adapt copying skill to personal-typing skills and to improve accuracy. It is assumed that erasing will be insisted upon and that all correctible errors will be corrected by the student.

If the errors are to be corrected, it is recommended that no exercise be graded upon the basis of errors but that all the exercises in the budget be taken together and graded as *Superior*, *Acceptable*, or *Unacceptable*, and that corresponding grades be assigned as shown on the grading scale.

The total points earned for extra-credit work should be recorded and values should be assigned to this work on the basis of 10 points representing an *A* grade.

Budget XII, Lessons 116-120. Determine the grade for the exercises on the basis of the quality of the exercises typed, as was done in the preceding budget.

If the teacher desires to check one exercise for accuracy instead of grading the exercises *Superior*, *Acceptable*, or *Unacceptable*, the second page of Exercise 116 and the second page of the text of the booklet in Lessons 118-120 may be graded with the following scale for each page: 0-2 errors, *A*; 3 errors, *B*; 4-5 errors, *C*; 6-7 errors, *D*.

Assign grades for the total points earned for extra-credit work on the basis of an *A* grade for each 10 points earned.

Instructional Block X

Budget XIII, Lessons 121-125. Check in all exercises but do not mark them for a grade. Use this budget for a teaching, not a testing, budget. Establish the grade on the basis of the net words per minute in one 5-minute writing selected by the teacher or on the average of the two best 5-minute writings.

Budget XIV, Lessons 126-130. Determine the grade according to whether the completed exercise is *Superior*, *Acceptable*, or *Unacceptable*. Record the number of bonus points earned and assign an additional *A* grade for each 10 points.

Instructional Block XI

Budget XV, Lessons 131-135. Exercise 135 is recommended as the problem to be graded.

If a 5-minute writing is used instead of a 10-minute writing, raise the grading scale five words for each grade level.

Budget XVI, Lessons 136-140. Exercise 140 is recommended for grading.

Instructional Block XII

Lessons 141-145. The objective of this section is to improve the stroking rate. The grade, therefore, is to be assigned on the basis of the gain in stroking rate as shown by the difference between the record for the first 10-minute writing and the average of the last two 10-minute writings. In some instances it may be better to make the comparison between the first writing

and the last writing. In order to encourage students to increase the stroking rate, the penalty for errors is only one word for each error.

Instructional Block XIII

Budget XVII, Lessons 146-155. It is assumed that erasing will be permitted in establishing a grade for mailable work.

Two grades are to be given for the selected timed writing, one based on net words per minute and the other based on the number of errors.

Instructional Block XIV

The instructional block here referred to is the final block in the one-year textbook. It is not found in the complete textbook. Its purpose is to summarize some advanced subjects that are taught in Parts III and IV.

Because of a lack of time, it may not be possible for a school to use every exercise in the budgets in this block. It is recommended on the grading scale, therefore, that such exercises as are completed be graded merely according to whether the work is considered by the teacher to be superior, acceptable, or unacceptable. In Budget XX, Exercises 165-168, one of the exercises selected by the teacher should be graded for errors in the manner shown on the scale. As the time is limited, it may be desirable to grade the first exercise in the series, as not all the other exercises may be completed by all students. The teacher may prefer each student to select the exercise he wishes to have graded.

GRADING SCALE—PART III

This scale is printed at the top of the following page.

COMMENTS ON THE GRADING SCALE FOR PART III

Reconstruction Lessons

As it is the purpose of these reconstruction lessons to aid pupils in recalling skills and procedures developed in Parts I and II, it is not necessary to grade the exercises as they are completed. If time permits the use of a number of timed writings, it is recommended that they be graded on the same basis as the final timed writings in Part II as shown on the grading scale on page 19 of this manual.

Instructional Block XIV

Budget XVIII, Lessons 156-160. In determining the grade for the problems, all of the problems in the budget should be considered. All errors should be corrected or should be identified as correctible if erasing is not permitted. An uncorrectible error or an error not corrected or identified makes a problem unacceptable.

Two grades are to be given for the selected timed writing, one based on net words per minute and the other based on the number of errors

PART III

LOCK	BUDGET	LESSONS	BASIS OF GRADE	GRADING SCALE				
				A	B	C	D	F
XIV	XVIII	156-160	Number of acceptable problems.	All	13-15	10-12	6-9	0-5
			Net words (10-word penalty) per minute for a 5- or 10-minute writing selected by the teacher.	50-up 45-up	45-49 40-44	39-44 35-39	33-38 30-34	0-32 0-29
			Errors in the selected timed writing.	0-1 0-1	2 2-3	3 4-6	4-5 7-10	6-up 11-up
	XIX	161-165	Errors (no erasing) in one problem selected by the teacher.	0-2	3	4-5	6	7-up
	XX	166-170	Number of mailable problems typed.	All	8-9	6-7	4-5	0-3
XV	XXI	171-175	Number of mailable problems typed.	All	9-10	7-8	5-6	0-4
	SECTION 1	176-180	Net words (10-word penalty) per minute for a 10-minute writing selected by the teacher.	50-up	45-49	39-44	33-38	0-32
	2	181-185	The quarter of the class in which the total points earned places the student.	Top $\frac{1}{4}$	Second $\frac{1}{4}$	Third $\frac{1}{4}$	Lowest $\frac{1}{4}$	
XVI	BUDGET	186-190	Problems typed.	Superior		Acceptable		Unaccept.
	XXII		Net words (10-word penalty) per minute for a 5- or 10-minute writing selected by the teacher.	54-up 50-up	48-53 45-49	42-47 39-44	35-41 33-38	0-34 0-32
	XXIII	191-195	Problems typed.	Superior		Acceptable		Unaccept.
			Net words (10-word penalty) per minute for a 5- or 10-minute writing selected by the teacher.	54-up 50-up	48-53 45-49	42-47 39-44	35-41 33-38	0-34 0-32
XVII	XXIV	196-200	Problems typed.	Superior		Acceptable		Unaccept.
	XXV	201-205	Number of acceptable problems.	All	5	4	3	0-2
	XXVI	206-210	Problems typed.	Superior		Acceptable		Unaccept.
XVIII			Total points earned for extra-credit work.					
	XXVII	211-215	Problems typed.	Superior		Acceptable		Unaccept.
			Total points earned for extra-credit work.					
XIX	XXVIII	216-220	Errors (no erasing) in one problem selected by the teacher.	0-2	3-4	5-6	7	8-up
	SECTION 1	221-225	Gross words per minute for a 10- or 15-minute writing selected by the teacher.	60-up	54-59	44-53	37-43	0-36
	2	226-230	The quarter of the class in which the number of bonus points earned places the student.	Top $\frac{1}{4}$	Second $\frac{1}{4}$	Third $\frac{1}{4}$	Lowest $\frac{1}{4}$	
			Net words (10-word penalty) per minute for a 10- or 15-minute writing selected by the teacher.	54-up	48-53	42-47	35-41	0-34
			Errors in the selected timed writing.	10-Min. 15-Min.	0-1 0-1	2-3 2-4	4-5 5-7	6-7 8-10 11-up

Budget XIX, Lessons 161-165. Selected problem: Exercise 163, Problem 3. For purposes of grading, erasing should not be permitted in the selected problem even though it is permitted in other problems of this budget. A student may, however, be required to identify all errors.

Budget XX, Lessons 166-170. A problem should be considered acceptable if all errors are neatly erased and corrected. The teacher may use his own judgment regarding whether a problem is considered to be acceptable if the extensions and the total are not correct. Students in this course are studying typewriting and not arithmetic, but those who may at some time in the future be required to type invoices should realize the importance of complete accuracy. Perhaps a reasonable compromise is to consider errors in arithmetic on all budgets of problems that would otherwise receive an *A* or a *B* grade, but not to consider errors in arithmetic on budgets of problems that would not receive better than a *C* grade.

Budget XXI, Lessons 171-175. A problem may be considered acceptable if all errors are

neatly corrected. If the workbook is not used and forms are not available for the invoices, bills of lading, freight bills, and checks, problems in which these forms are required should be considered acceptable if the material to be typed is arranged approximately as it would be arranged on the printed forms. Accuracy in arrangement should not be insisted upon if the printed forms are not used.

Instructional Block XV

Section 1, Lessons 176-180. The grade may be established on the basis of the net words per minute in one 10-minute writing selected by the teacher or on the average of the last two 10-minute writings, one on Problem 1 and one on Problem 2.

Section 2, Lessons 181-185. The total points earned by each student in the errorless paragraph typing and in the calling-the-throw drills should be determined and the totals should be arrayed in order. The highest one fourth should be given the grade *A*; the next one fourth, *B*; the third one fourth, *C*; and the lowest one fourth, *D*.

Instructional Block XVI

Budget XXII, Lessons 186-190. Budget XXIII, Lessons 191-195. As the problems vary so much in difficulty, the grade cannot be assigned on the basis of the total number of acceptable problems typed. Instead the work for the entire budget should be judged according to whether it is superior, acceptable, or unacceptable.

As the students are required to take both 5- and 10-minute timed writings, grades for both may be recorded.

Budget XXIV, Lessons 196-200. The work for the entire budget should be judged and graded on the basis of superior, acceptable, or unacceptable work.

Instructional Block XVII

Budget XXV, Lessons 201-205. A problem should be considered acceptable if all errors are neatly erased and corrected.

Budget XXVI, Lessons 206-210. In determining the grade for the problems, all of the problems in the budget should be judged on the basis of superior, acceptable, or unacceptable work.

Record total points earned for extra-credit work and assign values to the points on the basis of each 10 points representing an *A* grade.

Instructional Block XVIII

Budget XXVII, Lessons 211-215. All of the problems in the budget should be judged on the basis of superior, acceptable, or unacceptable work.

Record total points earned for extra-credit work and assign values to the points on the basis of 10 points representing an *A* grade.

Budget XXVIII, Lessons 216-220. Selected problem: Problem 5.

Instructional Block XIX

Section 1, Lessons 221-225. The grade may be established on the basis of the gross words per minute on one 10- or 15-minute writing selected by the teacher or on the average of one 10-minute and one 15-minute writing. As the purpose of this section is to increase the stroking rate, it is recommended that the grade be based on the gross words per minute and that errors be ignored in determining the grade.

Section 2, Lessons 226-230. The total points earned by each student in the calling-the-throw drills and in the errorless paragraph typing should be obtained. The totals should then be arrayed in order. The highest one fourth of the class should be given the grade *A*; the next one fourth, *B*; the third one fourth, *C*; and the lowest one fourth, *D*.

GRADING SCALE—PART IV

BLOCK	BUDGET	LESSONS	BASIS OF GRADE	GRADING SCALE				
				A	B	C	D	F
X	XXIX	231-235	Errors (no erasing) in one problem selected by the teacher.	0-2	3	4	5	6-up
			Number of progressions made.	4-up	3	2	1	0
	XXX	236-240	Problems typed.	Superior		Acceptable		Unaccept.
			Number of progressions made.	4-up	3	2	1	0
			Number of bonus points earned.					
	XXXI	241-250	Problems typed.	Superior		Acceptable		Unaccept.
			Number of bonus points earned.					
XI	XXXII	251-255	Errors (erasing permitted) in one problem selected by the teacher.	0	1	2	3	4-up
	XXXIII	256-260	Errors (erasing permitted) in one problem selected by the teacher.	0	1	2	3	4-up
	XXXIV	261-265	Errors (erasing permitted) in one problem selected by the teacher.	0	1	2	3	4-up
	SECTION							
XII	1	266-270	Net words (10-word penalty) per minute for a 10-minute writing selected by the teacher.	58-up	51-57	44-50	37-43	0-36
	2	271-275	The quarter of the class in which the total points earned places the student.	Top 1/4	Second 1/4	Third 1/4	Lowest 1/4	
XIII	XXXV	276-280	Errors (erasing permitted) in one problem selected by the teacher.	0	1	2	3	4-up
			Net words (10-word penalty) per minute for a 10- or 15-minute writing selected by the teacher.	60-up	53-59	46-52	39-45	0-38
XIV	XXXVI	281-285	Errors (erasing permitted) in one problem selected by the teacher.	0	1	2	3	4-up
			Net words (10-word penalty) per minute for a 10- or 15-minute writing selected by the teacher.	62-up	55-61	48-54	40-47	0-39
	XXXVII	286-290	The quarter of the class in which the total score earned for all problems places the student.	Top 1/4	Second 1/4	Third 1/4	Lowest 1/4	

COMMENTS ON THE GRADING SCALE FOR PART IV

Instructional Block XX

Budget XXIX, Lessons 231-235. Selected problem: Problem 3. For purposes of grading, erasing should not be permitted in the selected problem even though it is permitted in other problems of this budget. A student may, however, be required to identify all errors. A separate grade based on the number of progressions made should also be given.

Budget XXX, Lessons 236-240. All of the problems in the budget should be graded on the basis of superior, acceptable, or unacceptable work. A separate grade based on the number of progressions made should also be given. Note that the rules for progressions are different from those in the preceding budget. Use the total bonus points earned for supplementary work to raise the average, recording an *A* for each 10 points.

Budget XXXI, Lessons 241-250. All of the problems in this budget should be graded on the basis of superior, acceptable, or unacceptable work. Record the total bonus points earned for the supplementary work and assign values to the points on the basis of 10 points representing an *A* grade.

Instructional Block XXI

Budget XXXII, Lessons 251-255. Selected problem: Problem 5. This problem is rather long, but it is recommended for grading as it seems more suitable than the other problems in this budget. Problems 1 and 3 are relatively simple and Problems 2 and 4 are to be typed on printed forms if the workbook containing those forms is available; in such a case they would require relatively little typing. Because of the nature of Problem 5, involving as it does two and one-half pages of material arranged in tabular form and consisting largely of figures, there should be no penalty for errors neatly corrected.

Budget XXXIII, Lessons 256-260. Selected problem: Problem 2.

Budget XXXIV, Lessons 261-265. Selected problem: Problem 5.

Instructional Block XXII

Section 1, Lessons 266-270. The grade may be determined on the basis of the net words per minute on one 10- or 15-minute writing selected by the teacher or on the average of one 10-minute and one 15-minute writing.

Section 2, Lessons 271-275. Record the total points earned by each student in the errorless paragraph typing and array the totals in order. The grades should be assigned on the basis of the quarter of the class in which the student's score places him.

Instructional Block XXIII

Budget XXV, Lessons 276-280. Selected problem: Problem 2.

The grade for the timed writing may be determined on the basis of the net words per minute on one 10- or 15-minute writing selected by the teacher or on an average of one 10-minute and one 15-minute writing.

Instructional Block XXIV

Budget XXVI, Lessons 281-285. Selected problem: Problem 3.

The grade for the timed writing may be determined on the basis of the net words per minute on one 10-minute writing selected by the teacher or on the average of two or three 10-minute writings.

Students were instructed to rate their papers according to the civil service method of grading typing papers given on page 317 of the textbook. If the teacher desires to do so, he may assign the grade for the timed writing in this budget on the basis of the civil service ratings. If this is done, the highest quarter of the class may be given the grade *A*; the next quarter, *B*; the third quarter, *C*; and the lowest quarter, *D*.

Budget XXVII, Lessons 286-290. The total score earned for all of the problems in the budget should be recorded for each student. The scores should then be arrayed and grades should be assigned on the basis of the quarter of the class in which the student's score places him.

TEACHING SUGGESTIONS

PART I

INSTRUCTIONAL BLOCK I

Section 1

The first problem in teaching typewriting is to lead the student to experience a need. *He must want to know the best way of developing typing power.* He cannot acquire typing power by listening to a lecture from the teacher or by reading the textbook. The teacher can present the challenge; the textbook can set up the problem and suggest ways of attacking it; but the student solves the problem and develops power to attack new problems through the actual use of the typewriter. Thus he "learns to do by doing." His work, however, must be purposeful. Activity must be guided, and effective challenges must serve as checks upon activity; otherwise student experimentation may easily degenerate into mere tinkering with the typewriter, and the values of the activity may thus be lost.

Lesson 1

Students want to type; they want to get their fingers on the machine, to see it work. They are not interested in the history of the typewriter or in the development of touch typewriting. They are not yet interested in the aims to be accomplished during the semester; later there will be sufficient time to present these aims. Teachers of typing must capitalize this initial interest; therefore, *some actual use of the typewriter must be made in the first period.* Because of administrative problems the class periods on the first day of school are frequently shortened or the work is greatly interrupted. No matter how short the typing period is, however, *the students should first work at the typewriter.* The class can be organized later in the period.

As a rule it will be better for the teacher to explain the procedures discussed in the textbook rather than to assign the paragraphs to be read. An explanation accompanied by a demonstration will probably be more meaningful to students

than a hasty reading of the material. If time permits, students should be asked to reread the material after the work has been completed.

Know Your Typewriter. Information about the machine to be operated should be presented briefly. If possible, have a typewriter for demonstration purposes. Illustration No. 1 in the textbook can be used to identify the machine parts that must be used in inserting and removing the paper. If there are other makes of typewriters in the classroom, the students can identify the parts needed, as the parts (with the exception of the paper clamps and the paper-holder bail) are common to all typewriters. These parts can be taught as they are introduced in the paper-insertion drill, or they can be taught as a preliminary to the insertion of the paper.

Placement of Textbook. The textbook should be placed so that the light will fall on the page from the side or from the back. The book should usually be placed on the side of the typewriter opposite the carriage-return lever, which usually means the right side of the typewriter.

Inserting and Removing the Paper. A full sheet of paper can be handled with greater ease than a half sheet. For this drill on paper insertion use a full sheet of 8½" by 11" paper. Give one or two drill practices on the insertion and the removal of the paper. Be content with initiating the correct manipulation and leave to the succeeding lessons the inevitable repetition through which precise control will be developed. The tendency may be to spend too much time on this initial drill. In the lesson plan six minutes have been allotted for this drill. If the lesson period is shorter than forty minutes, the skill can be initiated in three or four minutes.

Typing Position. In this first lesson very little should be said about correct posture. The

student has too much to learn to hold his attention on posture for any length of time. Permit the student to assume a comfortable position. Merely say that he is to sit well back in the chair and that he is to lean slightly toward the typewriter in an alert body position.

The observation of many excellent typists has proved that the operator usually glances at the keyboard in placing the fingers in the correct typing position. This fact seems to indicate a tendency on the part of a typist to check his position by sight rather than by feel. In the past teachers had an unfounded fear of permitting students to look at the keyboard. Now, in order to ensure economy and accuracy in manipulation, teachers direct students to look at the keyboard. Glancing at the keyboard represents a natural desire on the part of the student; and it does not result in sight typists, for it is used as a learning device and is discontinued as soon as it is no longer necessary.

The major points on typing position to be emphasized in this first lesson are listed below:

1. Curve the fingers and hold them poised lightly in the typing position.
2. Strike the center of the key with the ball of the fingertip and release the key quickly.
3. Release the key as though it were red hot.
4. Keep the fingers curved.
5. Hold the arms practically motionless.

Too many students anchor their hands in the typing position and develop a clumsy stroke because of the restricted movements. The typing position is one in which the hands are aligned correctly with the keyboard rather than a tied-to-the-keys position.

A device for quickly establishing an association between the key to be controlled and the controlling finger is to name each finger according to its typing position. The name of the finger is of little importance. Some teachers prefer to number the fingers. In this case it is necessary to specify *left first finger* or *right first finger* because there are two first fingers and, unless they are definitely identified, the command to use the "first finger" will be confusing.

Stroking and Releasing the Keys. There probably is no one best method of stroking the keys. Just as authors use different words to indi-

cate the type of stroke, so stroking varies with students. There are similarities in stroking, however; and these, rather than the differences, should be emphasized. All teachers agree that the stroke should be clean-cut, swift, and well controlled. Use the name that will best characterize the stroke for the students. The "snatch stroke" connotes a quick release with the finger pulled toward the palm of the hand. A "staccato stroke" suggests a light but disconnected stroke. The name is of no importance; the stroke is the thing.

Some teachers prefer to identify the stroke by calling it the "claw stroke." The main point is to help the student to get the right concept of a forceful stroke, delivered to the center of the key, with a minimum of finger and hand motion and without arm movement.

It is important that the students get a concept of what is a good stroke. This concept of stroking will influence the type of stroke developed, just as the concept of tone influences the tone that the singer produces. The teacher should demonstrate correct stroking. Demonstrate the clumsiness and the lack of ease in stroking when the hands rest heavily on the home keys. Follow this demonstration with one in which your curved fingers are lifted in the air and then lowered until there is a bare contact between the fingers and the home keys. Strike the keys swiftly and lightly but with uniform power behind all strokes. This device can be used by the students in succeeding lessons to reconstruct pattern stroking. Demonstrate the correct stroke frequently and check carefully to see that students develop a stroke and not a push.

Students must get the *sound sense* of correct stroking from hearing the teacher demonstrate; the *sight sense*, from seeing the teacher demonstrate; and the *sense of feel*, from striking the keys. Mere repetition of the strokes is not sufficient. It is not how many times the stroke is made, but the quality of the stroking that brings improvement.

Emphasize the necessity for body relaxation. Tense the fingers when making the stroke, but relax the shoulders, arms, and wrists. Good stroking depends on (1) curved fingers, (2) a quick, forceful stroke toward the center of the key, and (3) relaxation of shoulder and arm muscles. To say the same thing in a different way, teach to eliminate tenseness of muscles and faulty stroking technique. It is in these early les-

sons that bad stroking habits fix themselves on the learner and become handicaps to learning unless overcome.

One of the best ways to initiate the right kind of stroke is to have the students experiment (type at their own rate and without teacher direction) with the home keys. Merely tell the students to hit the keys lightly one at a time. As this is done, check the evidence of tension and then present a demonstration of good key stroking.

The copy in the textbook on page 3, in order that it may be easy to read, shows the space between the letter groups even though the control of the space bar has not been taught. It is appropriate to present the home keys without the space bar. The control of the space bar can be taught as correct stroking is taught.

Returning the Carriage. When the drill has been completed, ask the students to return the carriage to the beginning of the line. Let them experiment with this manipulation; then demonstrate the right way of returning the carriage and follow with an organized drill. Merely initiate the technique. Follow-up teaching will make permanent the skill desired. The emphasis in this drill must be placed on getting the hand back to the typing position.

Space-Bar Control. Insist that the thumb be removed completely from the space bar. This will give a quick release that may prevent the error of failure to space between words. Probably the student's natural thumb-motion will be the most economical for him to use. The main point of emphasis is that the thumb must be removed from the space bar completely. The thumb movement must be made without finger movement. If the thumb is too tense, the tendency will be for the fingers to fly up when the space bar is depressed.

Fixation Practice 1. This drill is given at the beginning of the lesson to establish certain controls and to provide words for practice in the work of this first period. The reach to *r* or *u* can be used effectively to demonstrate the best type of stroke. A uniform pattern of introducing new controls will include the following steps:

Presentation (directions to the students)

1. Study the illustration.
2. Look at your finger as the reach is made.

3. Move your finger to the new key to be controlled and quickly flick the key two or three times. (A flick does not mean a completed stroke, although it is quite all right if students complete the stroke.) The purpose of this is merely to set up the right finger pathway.

Application

Type the experimental drill once or twice.

Technique

Release the keys quickly. Pass from one letter to another without pause. Relax the shoulder and arm muscles. Hold the hands poised lightly in typing position.

This pattern of introducing new controls is uniform in all the lessons of Instructional Block I; but in all lessons after the first the fixation drill is given at the end of the period.

Fixation Drill. The purpose of this drill is to give adequate practice on the control of the new reaches to ensure the setting up of an association between the controlling finger and the key to be controlled. Dictate this drill on the letter level. Use a clipped speech. Establish the habit of rapid stroking. Emphasize ease and speed of stroking. Give force to the dictation of each letter through clear enunciation and decisive speech instead of through the use of loud tones. Intensity of dictation rather than loudness of tone will provide the right incentive for correct stroking. Call attention to the use of one space following the semicolon.

In making the reach to *r*, the finger may have a tendency, until trained, to hover near the *r* key after the stroke has been completed. Direct the student to return the finger to the home position after the key has been struck. The organization of the drill materials provides for this return movement of the finger, but additional emphasis can be given to this technique, whenever this is desirable, through a brief but frequent mention.

Machine Parts. The charts on pages v and vii of the textbook illustrate the parts of eight typewriters. A part that is common to the different typewriters is given the same number in these illustrations. Parts that are found on a particu-

lar typewriter and not on others are indicated by letters of the alphabet. This uniform numbering of similar parts is a distinct advantage when more than one make of typewriter is used in the classroom, as each student can then refer to the illustration of the kind of typewriter that he is to use and can thus learn the location of any part on his machine. Although students should be expected to know the correct name of each part, this matter is merely incidental to learning the function of the part.

It is unnecessary to set the margin stops for this first lesson. If the typewriters can be adjusted for the correct placement of the practice materials before students come to the room, this is preferable to the lopsided placement that may result when typing is done without correct margin adjustments. In this first period, however, it is unwise to take time to teach the setting of the margin stops and other adjustments for the correct placement of the material on the page.

Taking the Class Roll and Assigning Seats. In allotting time for the classroom activities of this first day, be certain that sufficient time is reserved for class organization. Many teachers organize classes before permitting work to begin. Unfortunately this procedure tends to restrict the students' initiative or at least to check their interest. After the students have had some work at the typewriter, give a small slip of paper to each and have him write on it his name, report room, class, and any other information the school records require. Collect these slips of paper alphabetically, taking first those of students with surnames starting with *A*, then those of students with names beginning with *B*, and so on. This is an easy device for alphabetizing the class roll on the first day.

A part of the class organization will be assigning students to seats that will give them comfortable working conditions. If seats are assigned on this basis, the students cannot be placed alphabetically. Seating students alphabetically is an aid to the teacher in quickly associating the names and the faces of unfamiliar students. A seating chart is just as effective, however, and permits the teacher to use better judgment as to where the students should sit.

The teacher's desk may be placed at the side of the room and near the door, or it may be placed at the rear of the room. In the latter case

a demonstration desk should be placed at the front of the room so that teacher demonstrations may be given without having the students turn themselves around in their chairs.

Organization includes housekeeping in the typing room. Students should be taught to assume responsibility for the room conditions, particularly for the appearance of their own desks, typewriters, and the floor space near them.

So ends a very full first period. Each activity included in the first lesson can be successfully initiated in the time allotted. It is a mistake to expect perfect response before presenting the succeeding learning situation. If the period is shortened or other necessary school activities interfere with the completion of this lesson as outlined, it may be desirable to start the second day's work with this same lesson. There are so many things to be taught in the first few periods of typing that the teacher has to guard carefully against the tendency to explain too much. Motivation is not needed in these first few weeks of work. The typewriter itself commands the interest of the students. Save the motivation devices for use later in the semester when the novelty of typing begins to diminish and the increasing demand for more and better work begins to irk the students.

Lesson 2

An effective typewriting textbook should be organized in units of action purposeful to students. The timing of each activity in the lessons tends to give an understanding of the relative importance of the activity. The timing has been checked in classrooms, and although it should not restrict the teacher, it should guide the classroom progress. Move quickly from one activity to another. Automatic repetition takes place each day. Economy in time will result from limiting the number of repetitions in each lesson to the minimum and permitting the daily recurring use of each technique to establish mastery.

Adjusting the Paper Guide. A paper guide scale will be found on most typewriters. It is, therefore, no longer necessary to crease the top of the paper at the center in order to determine the placement of the paper guide. It is important, however, to see that the paper guide is correctly adjusted each period. An unbalanced arrangement of material on the paper may be caused by

the inaccurate placement of the paper guide rather than by the incorrect adjustment of the margin stops. In this textbook the students are taught to place the paper guide at zero whether they are using pica- or elite-type machines. Forty-two has been selected as the centering point for pica-type machines, and 50 for elite-type machines. It is unimportant what centering point is used so long as the students know the point and adjust the paper guide accordingly.

Setting the Margin Stops. The student is directed to set the stop for the right margin at the end of the carriage scale. The right margin stop is not used in these first lessons. The use of the bell is therefore not to be taught until later. When material is to be typed line for line, the bell is not needed to indicate the carriage return. The omission of the setting of the right margin stop simplifies the instructions considerably. Since these early lessons are crowded with new things to be taught and learned, any simplification that does not handicap the learner is desirable.

For a few lessons it is desirable to give the students the exact position for the setting of the left margin stop. The procedure used will vary with the typewriter used. For example, if the typewriter has the magic-margin lever, the instruction will be somewhat simpler than if the hand-set type of margin stop is used. No mention need be made of the bell or the fact that the bell will not ring in this lesson. In successive lessons merely check to see that the left margin stop is set and that the stop for the right margin has been moved to the end of the scale.

Setting the Line-Space Regulator. This adjustment is easy to make and to teach. Give little time to it. Repetition drill on this adjustment is not necessary. Skill will grow as the adjustment is made in succeeding lessons.

Technique Study 2. At the beginning of typing the technique study, merely caution the students to sit erect without muscular tension and to place their feet on the floor. It is not necessary to insist that the feet be placed flat on the floor and that one foot be in advance of the other. Balance is wanted and therefore the student should sit back in the chair. The correct curving of the fingers is important and should be stressed in this and all lessons. Quiet hand control with an absence of tenseness of forearm and shoulder muscles should also be stressed. The strokes

should be made without the in-and-out weaving movement of the elbows.

Dictate the first two lines of Technique Study 2. Use a clear-cut but decisive, controlled speech. Avoid loud tones. Effective direction for typing the drill will come through quiet, decisive dictation on the letter level. Some of the students may want to type at a slower rate than you direct. It is important that they form the habit of continuity of typing even if this must be at the temporary expense of complete accuracy in making the reaches. The rate of dictation should be gauged by the ease with which the students make the reaches. Avoid going so fast that the students will become confused and resort to sight typing. Students must be made to succeed from the very first lesson. They can learn to type, and they can learn to type well.

Let the students write the last two lines of Technique Study 2 at their own rate. As they type along, check at least the three techniques listed below:

1. Eyes held on the copy.
2. Continuous movement of the carriage.
3. Quiet hands and arms; quick stroking.

There are times when complete accuracy may cost too much. Accuracy in the typed lines is of relatively less importance in these early lessons than is the initiation of right techniques of typing. Do not let the students be bothered about their inaccurate stroking. If some of the students seem hesitant and fumbling after this first typing of the technique study, however, dictate a line of isolated letter reaches, such as:

u u r r rf uj frf juj

Fixation Practice 2. In making the new reaches, check to see that the students do not twist the elbows out or move the hands out of correct alignment with the keyboard.

The new controls have been introduced in the order of frequency except where frequency would bring together the introduction of reaches that might cause considerable confusion. A ranking of the six most frequently used letters is *e, t, a, o, s, i*. It would be unwise to introduce these letters in direct sequence because four of the six letters are controlled by the same hand. It would give an unbalanced development of the keyboard and would hinder the development of right finger pathways if these six letters were to be introduced exactly in order of frequency.

In initiating new reaches, discuss the difficulties as little as possible. Make needed corrections in technique as the students type. Demonstrate for the students. They imitate easily. Many difficulties will disappear as students develop a sense of ease and certainty in their work. Note the following identification of probable danger points:

Reach to *g*. Check to see that the students do not move the entire hand in making the reach to *g*.

Reach to *i*. Let the *j* finger be lifted slightly but keep it curved and near its typing position as the controlling finger *k* makes the reach to *i*. With the *j* finger lifted slightly, the student may avoid constriction of muscles.

Reach to *w*. Let the *d* and *f* fingers be lifted slightly so that the controlling *s* finger will make the reach without an outward movement of the elbow and without constriction of muscles.

Reach to *y*. Students should be taught to straighten the finger and to make the reach to *y* without arching the wrist or moving the hand. The correct alignment of the hand with the keyboard will permit this rather long reach to be made without awkwardness and without hand movement.

Reach to *t*. Make the movement to *t* direct from the *f* position. Avoid arching the wrist or moving the hand. Let the finger do the work.

Fixation Drill. Dictate the first three lines of the drill; permit the students to type Line 4 once or twice; then dictate the last line. Whenever it will improve facility of stroking, give drill on the isolated letter, such as

u u r r u r u r u

Lesson 3

Conditioning Practice. In this and the following lessons the student is asked to type the conditioning practice at the beginning of each period for approximately three minutes. The purpose of this conditioning practice is to give the student the warming-up drill necessary for good typing. The conditioning practice differs from the technique study mainly in that it is undirected by the teacher and that it is to be typed by the student as soon as he takes his place at the typewriter even if this is before the class begins. If the conditioning practice is properly presented to the students so that they are aware of its importance in establishing mastery of the keyboard and in getting the right mind-set toward the day's work, they will be able to make good

use of the practice at the beginning of each period.

Technique Study 3. Dictate the first two lines of the drill; instruct the students to type the third and fourth lines at their own rate. Encourage each student to identify the reaches that seem awkward to him. Let the student select the lines of drill that need to be repeated so that he can develop greater facility in stroking. Learning to type demands a co-operative attack on the part of the teacher and the student.

Exercise 3. An exercise is the daily test portion of the lesson. It should be typed by each student at his own best rate. As this work is being done, the teacher will find the most profitable use of time to be the study of the students at work and the giving of individual help as technique problems are noted. Stroking can be greatly improved by teacher demonstration. Demonstrate the correct stroking on the student's typewriter. Students seem to imitate stroking quite effectively when the demonstration is peculiarly personal, as is true with these individual stroking demonstrations. Guard against interrupting the continuity of work as exercises are typed except when such interruptions are necessary in order to provide the immediate help needed.

Fixation Practice 3. Reach to *g*. The main difficulty in making this reach is the tendency to move the elbow outward. This outward movement of the elbow is the instinctive movement made to strengthen the *a* finger for the stroke, but the movement is wasteful and must be avoided. Make the reach direct to the letter *g* without moving the hand or the elbow. Let the *s* finger move slightly with the *a* finger if this is necessary.

Reach to *o*. Curve and lift the *j* and *k* fingers and let them move slightly with the *l* finger. The *;* finger should remain in its typing position.

Reach to . (period). Have the students pull their fingers toward the palm of their hand, holding the *;* finger in its position but moving the other fingers with the one that controls the period. The *l* finger should be extended to strike the key without twisting the elbow or getting the hand out of alignment with the keyboard.

Shifting for Capitals. In shifting for capitals excessive movement of the hands should be checked at the beginning. Be very certain that the arm is not moved out of the correct alignment with the keyboard. Use the "hinge" wrist reach. With this hinge wrist movement the entire

hand may move, but the arm does not change its position. Make certain that the fingers are not curled into the palm of the hand. Some teachers like to introduce the drill by a 1, 2, 3 count: count 1, depress the shift key; count 2, strike the letter; count 3, release the shift key. The difficulty with this procedure is that it separates what must become a single impulse into three elements, and violates the basic principle that learning must take place as nearly as possible in the manner in which use will be made of what is learned. In other words, drill apart from the use of the skill developed through the drill is liable to be wasteful. Note the following technique difficulties:

1. Students may want to move the arm out of position as the finger makes the reach to the shift key.
2. Students may release the shift key too quickly or not hold it down firmly enough, thus permitting the incorrect alignment of the letters.

Remedial drill is not necessary for capitals that are out of alignment. The incorrect alignment of capitals should be noted by the teacher, and the student should be instructed to depress the shift key more firmly or to hold it down longer before striking the capital letter.

Lesson 4

Finger Gymnastics. Brief finger gymnastics at the beginning of each period will give added ease in typing. If the students understand the value of these gymnastic drills, they will use them intelligently and with profit. Crew¹ found that a class that used finger gymnastics for five minutes during each practice period proved superior to a class that did not use the drills at all.

If the weather is cold, rubbing the hands, palms and backs, will stimulate and flex the fingers and give added ease in controlling the keys. Gymnastics, properly directed, can aid in developing the necessary quiet control of finger motions.

Typing Posture. Why is the correct position at the typewriter essential? Simply because cor-

rect posture is an aid to the development of stamina. The alert typing position tends to influence effort and is the outward reflection of an inner state. Position is a matter to be checked daily. Note the following important points with regard to position:

1. If the height of the desk or the chair is not suitable, an adjustment can be made before the following period.
2. The wrists should slope slightly downward. The "lazy-wrist" position, in which the wrists rest on the frame of the typewriter, and the "high-hat" position, in which they are arched, should be avoided.
3. The fingers should be curved to a claw-like position. The fingernails must be short.
4. The left thumb should be kept out of the way without constricting the muscles of the hand, and the right thumb should be curved over the space bar. The "sore-thumb-in-the-air" appearance is to be avoided.
5. The feet should rest on the floor. There is no point in having students "toe the mark," but the feet should be placed so as to give body balance.

Correct position depends to some extent upon the equipment. The desks should be of varied sizes so as to provide for students of different height. There should be approximately 6 to 8 inches of space between the top of the knee and the frame of the typewriter. If a chair of ordinary size is to be used, some desks for the accommodation of the small students should be 26 inches in height; other desks should be 27 inches, 28 inches, and 29 inches; and perhaps three or four desks should be 30 inches to accommodate the large boys. Most desks are far too low. Many teachers find that the regular teacher's desk, because of its height, is the best place from which to give demonstrations.

The equipment should be adjusted to the students—not the students to the equipment. Unfortunately school administrators take for granted a student-to-equipment adjustment and make little effort to provide for the wide difference in size of students within the same class. If it is impossible to change the height of the chairs or the desks, blocks with grooved centers can be

¹ Crew, H. R., "An Experiment with Finger Gymnastics in Teaching Typewriting," University of Iowa Monographs in Education, First Series, No. 9, *Research Studies in Commercial Education*, Vol. III, 1928 (pp. 126-144).

placed under the typewriters so that the correct typing position can be assumed. If tables are used, blocks can be nailed to the legs of them. The manual training department of the school will usually co-operate with the teacher of typewriting and make whatever changes in the equipment seem desirable.

Technique Study 4. Dictate the first line of the drill to reconstruct finger pathways. Check on the technique as this dictation is given. Dictate the first few words of the second line without having the students follow the copy with their eyes. This is the beginning of word dictation. Students are not yet ready to type on the word level, but the dictation of some two-letter words, such as *he, us, or*, will quicken the progress of the students from letter-level to word-level typing.

Word-Recognition Drill. The technique of developing word control is to dictate two-letter words just as soon as the letter associations have been initiated. The dictation need not, however, be given exactly as the words appear in the lines of the drill. Note the suggestions for the use of word-recognition drills given on pages 6 and 7 of this manual.

Fixation Practice 4. Reach to *c*. Lift the *f* finger slightly and keep it curved as the *d* finger moves to *c*. If the hand is poised lightly in the typing position, no change of hand or elbow will be needed for an easy and accurate control of this reach.

Reach to *p*. This reach should be made with a forward movement as the other fingers hold their typing positions. The controlling *j* finger must be curved and stiffened, and the letter *p* should be hit with a combination of wrist and finger stroke.

Reach to *v*. Make the reach without wrist or elbow movement.

Reach to *n*. Movement of the entire hand rather than the controlling finger and a tendency to swing the elbow out and curve the wrist must be checked. The fingers other than the controlling finger should remain in their typing position as the reach is made.

Lesson 5

Fixation Practice 5. Reach to *b*. The length of this reach is the difficulty in initiating the control of this key. It may be necessary for some students to move the *s* and *d* fingers slightly to reach *b*. The movement should be made with as little change in hand position as possible and without letting the *a* finger leave its position. Guard against the tendency to move the forearm toward the body when the finger reaches to *b*.

Reach to *m*. This is an easy reach provided the *j* finger is taught to make a right downward motion without hand or elbow movement.

Reach to *x*. Usually the difficulty of this reach is caused by the attempt of the student to hold all fingers in the typing position except the controlling finger. Teach the students to hold the *a* finger in its typing position, curve the other fingers, extend the controlling *s* finger, and strike the key without twisting the elbow or the wrist. Excessive motion of wrist or forearm will handicap students when speed development is later emphasized.

Reach to *,* (comma). The *j* and *l* fingers should move slightly with the controlling *k* finger. Teach the correct spacing after the comma.

Lesson 6

Tabulator-Key Control. To teach the tabulator-key control is not particularly difficult. The main learning difficulty is the type of stroke to be used. The student must depress the key or bar and must hold it down until the carriage movement has been completed. This stroke is of a different type from that used on the letter keys. The carriage-return and the tabulator-key control manipulation drill on page 16 of the textbook emphasizes the necessity for using this special type of stroke. Students generally scatter across the line of the page the words supposed to be typed in columns. The problem is thus presented rather forcibly to the students; improvement usually follows when the drill is repeated.

Fixation Practice 6. Reach to *z*. The right way to strike *z* is to curve the fingers deeply, extend the controlling *a* finger, and, without moving the arm, strike *z* with a slight hand movement. Direct the stroke to the center of the key. The major danger in this reach is in the possible change of hand position. There may be a tendency on the part of the students to move the entire hand to the first row of keys.

Reach to *?*. Make this reach, whether to the shift of the diagonal or to the shift of the comma, without changing the alignment of the hand with the keyboard. Teach the correct spacing that follows the *?* at the end of the sentence.

If students are improving in their facility of stroking, and if the beginnings of right techniques of typing can be observed in the work at the machine, these early lessons are successful and the chief objective for Section 1 will have been achieved. Pay little or no attention to the number of errors made in the drills or the exercises. Encourage the students to feel that they are learning. They must believe that they can learn to typewrite. The early identification of technique difficulties and specific practice to eliminate these difficulties will reduce later failure and will add to the present joy of the work for both teacher and students.

Section 2

Lessons 7-10

The teaching procedures used to improve stroking rate are:

1. Use of the stencil drill.
2. Speed emphasis through direct dictation for word recognition.
3. Repetitive writings on short paragraphs.
4. One-minute sentence writings.

It will be well to instruct the students as to the definite place on the paper where the name is to be typed. If other information is wanted by the teacher, this, too, should be typed according to specific directions. Generally teachers have students type their names in the upper left-hand corner of the page, usually on the first writing line.

It may be necessary to explain the 60-space writing line, which is the line length called for in this work. The student does not know what the 60-space line is just from having the left margin given. A brief explanation showing that the right margin stop is unnecessary because the students are to type line for line as the copy is set will take care of the failure to use the right margin stop.

A similar pattern is established for the four lessons in this speed-emphasis section. In each conditioning practice the student is given materials that call for typing on the stroke level. Through this material he reconstructs all letter reaches. In the technique studies the materials are organized in such a way as to emphasize the improvement of specific operating techniques. For example, in Technique Study 7 the first two sentences emphasize the control of shift keys. In Technique Study 8 word-level typing is emphasized through the use of short, easily controlled words. The student is taught to say the word just before it is typed. Such words as those given in the first two lines of Technique Study 8 should be used for direct dictation wherever the class organization makes the use of this technique possible.

The exercises for this section are to be used for the development of rapid and continuous typing. The directions call for the use of the stencil drill to free the students from the fear of making errors and to encourage them to speed up their stroking. Ribbon-typing is alternated with

this stencil-typing to provide a check on uncontrolled speed.

At the end of each of the first three lessons of this section, speed-emphasis material is given. This material is most productive of increased stroking when it is dictated to the students and not used in a copy situation. Dictate the word *he*, for example, and have the students say the word aloud just before typing it. It may be desirable to repeat the word two or three times. Be guided in this by the response the students make. The objective is to get a quick stroking of the keys. The student should *think the word* vigorously. If he says the word aloud, he will be impelled to make rapid strokes and will begin to think and to type the word rather than the letters as isolated units. This procedure is used to force students to leave the slow and uneconomical letter-level of typing. Students must not be permitted to say the word and then to type on the letter level. A good demonstration repeated at intervals during this practice will do much to give the students the right concept of word-recognition. The same word can be dictated two or three times if a pause intervenes so that the students can get set for the repeated typing. The repetition of the same word is very effective when the repetition is dictated by the teacher, but the repetition of the same word in a copy situation often fails to produce the maximum speed-up in fingering.

The short sentences given in the speed emphasis at the end of Lesson 7, page 19, should be dictated. It is difficult to develop sentence typing, but the early use of these short sentences will be helpful to the student in learning how to type more rapidly through learning to think in terms of short sentences rather than in terms of the single letter.

Tell students definitely that they are to think the word when taking a speed-emphasis drill, but that they are to think the letter when typing corrective materials such as the first two sentences of Conditioning Practice 8 or the sentences of Technique Study 10. Likewise tell the students when they are to type an exercise on the word level or the stroke level or with a combination of these. For example, when the objective of the practice is maximum stroking rate irrespective of errors, the students should be told to type as

many of the words as possible on the word level; but when the objective is to improve control through a drop-back in speed, the student should be told to type on the stroke level, inasmuch as stroke-level typing gives a sense of certainty of control that is not possible in this early stage of learning when the attempt is made to type words as wholes.

Lesson 10 shifts the emphasis from speed of stroking to a settled control. This is done through the use of drill materials that cannot be typed on the word level. In the second line of the conditioning practice, for example, the students will very quickly feel the necessity for initiating the control of the words at a slower pace than that used in typing the words of a speed emphasis. Similarly, the sentences of Technique Study 10 are to be typed on the stroke level.

An effective way to guide students in their practice for control is to set sentence goals for

them. For example, in the sentences under Typing for Control on page 23, the students can select a goal of one sentence for each minute of writing. This will call for typing at the rate of approximately 12 words a minute, an adequate speed for beginning students who have had only ten practice periods. If some students can type faster than the goal of 12 words a minute, they should be encouraged to pace themselves at a slower rate, paying attention to the letter sequences, and thus to type with maximum control. For the students who have had some typewriting at an earlier time and who can thus type faster than the rate expected of beginning students on the tenth lesson, faster goals can be set, such as two lines a minute. It is well to have students select goals that can be achieved with a feeling of ease and certainty. It is this mind-set toward easy and certain control that makes for accuracy.

Section 3

Lessons 11-16

Since the objective of this section is to complete the initiation of all keyboard reaches with special emphasis upon figures and symbols, the practice materials make use of figures in context, thus increasing the difficulty of the drills and exercises. Practically all of the typing, therefore, must be on the stroke level. Students should be told this quite definitely so that they will not attempt to type on the word level material that is too difficult to be handled in this manner. The general pattern for this section does not change with the different lessons. In the following brief discussion of the lessons, there is little need for repetition of the explanations already given in similar preceding drills and exercises.

Lesson 11. The conditioning practice and the first three sentences of the technique study should be typed on the stroke level. Use the last two lines for one-minute writings. Set goals for each student or have the student select his own goal. For example, a line typed each minute will give an approximate speed of 12 words. If students can type more than a line a minute and are making errors, ask that the rate be reduced and set a maximum error limit per line of, say, not more than three errors per line.

In this section, it is recommended that the one-minute writings be given for the purpose of maintaining stroking rate rather than increasing it. Students should not be told that they must type without error, but rather that they are to improve their control. If a student makes six errors in the line, he should set a goal of not more than four errors. Similarly, if a student types with four errors the first time, his goal should be not more than three or two errors per line. Give the student the satisfaction of achieving his goal. Make him succeed by setting the speed goal low enough for him to reach it without hurrying.

Exercise 11. The scale at the left of the exercise can be used effectively to show students the number of lines in a vertical inch and how material will look on a half sheet when properly placed. Have the exercise typed at individual rates. Students should complete one typing of the exercise in approximately seven minutes. If some students finish the typing before most of the students complete the assignment, have the exercise typed, or at least started, a second time. Be sure to save time for the new reaches.

Fixation Practice 11. Use the pattern set for Section 1 for the introduction of new keys:

1. Study the illustration.
2. Watch the finger make the movement to the new key to be controlled.
3. Touch the key lightly two or three times to establish the finger pathway.
4. Type the experimental drill.

Fixation Drill. Dictate the first two lines of this drill for unison typing. Because of the difficulty of this material, pace this typing at a slower rate than that used with simple words and sentences. Assign the last three lines of the drill for individual typing. As this typing is done, check the operating techniques. Make certain that pupils make the new reaches without moving the elbows or hands. Insist that the fingers do the work. Now is the time to develop control with quiet or almost motionless arms and hands.

Lesson 12. The discussion for Lesson 11 is appropriate for the teaching of Lesson 12. The pattern for these lessons is very much the same.

Figure controls can be learned with the same exactness that other keyboard reaches are made, but a definite finger pathway must be established for each reach and frequent reconstruction practice must be provided until the typing of figures and symbols has become thoroughly established.

Control of 4-\$. The major difficulty in this reach is the movement of the controlling *f* finger to the 5 position, instead of forward and slightly to the left to reach 4. This difficulty can be overcome through initiating the reach by sight. Have the students watch the finger make the movement to 4 and then close the eyes as they repeat the reach. The shift for the \$ is the only difficulty about the control of that symbol, for the reach is the same as that for 4.

Control of 8-' (apostrophe). The *j* finger should move with the controlling *k* finger. Guard against hand movement. Unless the finger is unusually short, the reach can be made without arching the wrist or moving the hand forward. Call attention to some of the uses of the apostrophe:

- a. In contractions. (See *Isn't* in the third line of the drill.)
- b. To indicate possession. (See *Morrow's* in the fourth line of the drill.)
- c. To form the plurals of letters. (Not illustrated in the drill.)

Lesson 13. Control of 2-". In teaching the reach to the figure 2, hold the *a* finger in its typing position but let the *d* and *f* fingers move with the controlling *s* finger. Some teachers prefer to hold the *f* finger in its typing position. When this is done there is a tendency to pivot the elbow in making the reach to the figure 2. Reduce arm and hand movement to a minimum. Let the finger do the work. It is important that a quiet control in typing figures be established. This can be facilitated through demonstrating the ease and accuracy of making the movement once the finger pathway has been set up.

Control of 9-((left parenthesis). In making the reach to 9, hold the *j* finger in its position and let the other fingers move with controlling *l* finger.

Lesson 14. At the beginning of the lesson, call attention to the related learnings emphasized in Lines 2 and 3 of the conditioning practice. Remind students that they should pull out of the practice materials all possible related learnings found in a conditioning practice that is typed without class emphasis or in a technique study that may be done as unison drill.

Technique Study 14. Stress briefly the explanatory statements for Lines 1, 2, and 3. Use the one-minute sentence writing as a check on improvement in control and for the maintenance of speed. If some students increase speed and increase errors, they should be taught how to pace their typing a little more slowly and to pay more attention to the right movements that will give control. Because of the emphasis upon letter-level typing and the difficulty of the practice materials emphasizing figures and symbols, some loss in straight-copy speed may be expected. Greater control should be an outcome of this practice, however.

Fixation Practice 14. Control of 5-%. It is advisable to emphasize the reach to the figure 5 without reference to the reach to 4. The finger-pathway drill should be used just enough to establish the reach. The real test of the effectiveness of the drill is the ease with which the student can use figures in typing sentences.

Control of 0-) (right parenthesis). The reach to the 0 must be checked to see that it is made without twisting the elbow or arching the wrist.

Figures and symbols call for daily drill if mastery of these reaches is to be established. If time permits, dictate the figures and symbols or use short sentences, such as:

We have your letter of May 20. The check is for \$500.

If drill is to be effective, its purpose must be understood by the students and the drill procedures must be appropriate to the learning materials. Help students to see not only what practice is to be done, but also how to do the practices most effectively.

Fixation Drill. When students have typed the drill, call attention to the placement of the comma and the quotations in Line 4 and remind the students that the possessive pronouns *its*, *ours*,

yours, hers, theirs, and whose are never written with the apostrophe.

Lesson 15. Control of 6— (underscore). The reach to the figure 6 calls for a straightened finger and some hand movement, although the fingers should not lose entire contact with their typing position. Make as little change in hand position as possible.

Control of - (hyphen)-* (asterisk). The reach to the hyphen (-) should be made with a straight forward movement of the controlling finger. Avoid moving the elbow outward.

The fixation drill should be typed on the stroke level. These special keys are not used frequently except in typing invoices, market quotations, and statements. It is advisable to teach the control of these keys at this time, however, so that students will have the feeling of knowing the whole keyboard. It is unreasonable to expect the students to have any considerable facility in using these keys until their use is required by the problems to be typed. At stated intervals, however, the reaches will be reconstructed through planned drills even though students do not need the same facility in stroking these keys that is necessary for the other keys which are used almost daily.

General Review of Exercises. If it seems advisable, plans for a general review of the keyboard reaches taught in Sections 1 and 2 can be made for the succeeding lesson. The rate of

progress should always be determined after careful observation is made of the work of the students. It is foolish to maintain a specified rate of progress, simply because an outline calls for it, if students are confused by the rapidity with which lessons are given; at the same time, teachers must be on guard against expecting too high a degree of mastery from pupils before passing to the next lesson. There is considerable evidence in favor of the plan of working through lessons rather quickly in order to relate all techniques as soon as possible. Improvement can be made through a series of reviews or through successive lessons that emphasize the points needed.

* Skill has been initiated only in this first block; if the foundation work has been sound, greater skill will come as the natural result of further correct practice. As learning becomes permanent, reconstruction drill may be given less frequently. At the present level of skill, however, learning situations must be repeated in a different setting so that habits may be improved as they are made permanent.

Analysis of Errors. Very little, if any, analysis of errors should be made at this time. Most errors at this level of skill are accidental or incidental and many of them will tend to disappear as continued emphasis is placed on right techniques.

INSTRUCTIONAL BLOCK II

Section 1

Lessons 17-22

The materials and procedures used in this section are similar to those used in Section II of Instructional Block I, which likewise had the objective of increased stroking rate. The pattern for the lessons is now familiar to the students because it is similar to that used in earlier lessons. Each lesson has a conditioning practice, a technique study, an exercise, and speed-emphasis materials.

Conditioning Practice. The student should type the conditioning practice on the stroke level, except where easily controlled words suggest the possibility of typing on the word level, as, for example, the first line of the conditioning practice for Lesson 18. Whether the conditioning

practice is typed one or more times will be determined by the rate at which the students type and by the recognition of the need for repetition practice on the particular materials. Help students to see the related learnings that are illustrated in the conditioning practice sentences, such as the correct form for expressing time as given in the second line and the way to type sums of money as given in the third line of the conditioning practice of Lesson 17.

Technique Study. In using the calling-the-throw procedure to guide students in typing sentences at a specific rate, the emphasis is upon reaching a goal that calls for faster typing than the normal stroking rate. It is quite probable that the range in speed of 16 to 20 words a minute when the sentences are written at the 30-

second throw is entirely adequate to take care of beginning students, but if most of the students are typing much more rapidly, the throw can be called for each 20 seconds. The use of the chart given below will make it possible for you to determine the speed of writing without difficulty even though the time for calling the throw is changed. For example, if the first sentence of Technique Study 17, page 34, is typed on the 20-second throw, the speed will be 24 words a minute. Similarly, if the sentence is typed on the 12-second throw, the speed will be 40 words a minute.

Word Scale for Calling the Throw

STROKES	30" THROW	20" THROW	15" THROW	12" THROW	10" THROW
40	16	24	32	40	48
43	17	26	34	43	52
45	18	27	36	45	54
47	19	28	38	47	56
50	20	30	40	50	60
53	21	32	42	53	64
55	22	33	44	55	66
57	23	34	46	57	68
60	24	36	48	60	72
63	25	38	50	63	76
65	26	39	52	65	78
67	27	40	54	67	80
70	28	42	56	70	84

If the objective of increased stroking is kept in mind, students who can type the first sentence with ease at the specified rate of 16 words a minute will be encouraged to select a sentence that challenges them to type at a faster rate. The alternate plan suggested on page 5 of this manual of having the students type as much as they can until the throw is called can be used where the range in skill is much greater than that provided in a particular lesson. For example, if some students can type 25 or more words a minute, they should be asked to strive to type the first sentence twice on each call for the throw. This procedure eliminates the pause at the end of the line for those students who type more rapidly than the rate called for.

These one-minute writings need not be considered in establishing a mark for this section, but if the one-minute writings are done with right technique, the skill developed will be carried over to the longer writings with relatively little loss in speed, provided this same right technique is

used in the longer timed writings. It is important to emphasize the fact that right technique is the foundation for improvement in skill. Even those students who have demonstrated their ability to type faster have not achieved the goal for this lesson unless they have learned to type faster with right technique.

Exercise 17. This exercise makes use of the superior figures to indicate the total words for each 5-word group in the paragraph. These superior figures enable the student to select his goal quickly. The student should place a very light pencil mark at the goal point. The procedure is as follows:

1. Determine the base writing rate by averaging the gross words typed on two writings of the first paragraph.
2. Irrespective of errors, select a goal that is one or two words higher than the base writing rate.
3. Take one-minute writings on each of the two remaining paragraphs until the goal is achieved.

NOTE: If students have marked difficulty in achieving the goal, it is probably because of tenseness and/or fear rather than because of having selected too high a goal. Students who type faster than 20 words a minute with errors should be encouraged to pace themselves more slowly so that they can type with greater ease and therefore with greater accuracy. At this time, however, little, if anything, should be said about the number of errors made. Most of these errors will disappear as mastery of the letter-making movements is developed. Some students will be able to type the entire paragraph in one minute. This is desirable so long as the typing is without the feeling of hurry and is with good technique.

Speed Emphasis. Most of this drill material should be dictated. The student response will more nearly approximate word typing if the impulse to type comes through direct dictation rather than if the material is typed in a copy situation.

Exercise 18. In this exercise the student is instructed to select his half-minute and minute goals. Guide him in his typing rate by quietly calling aloud "Half" and then "One." The student should note the place in the copy at which he is typing when the half-minute guide is called. If he is typing faster than his goal, he should pace himself more slowly; if he is typing slower than his goal, he should speed up. At first the guided calls may slightly disturb the students, but they will quickly become adjusted to the calls and will find that they can type with greater ease because they will be freed from the thought that they are not typing rapidly enough.

Section 2

Lessons 23-26

In addition to the emphasis upon control typing, a definite check on technique should be made during the work of this section. Use the technique rating scale from page 16, which was also recommended for use in establishing a grade for Section 1 of Instructional Block I. Frequent checks on specific techniques should be provided, and the students should be told how to practice for the improvement of technique. The technique check-up chart in the workbook can be used effectively to give the student definite suggestions for the improvement of technique. If the workbook is not used, students should be encouraged to make notations of the items of technique that need attention.

It will not be necessary to repeat hereafter that all drills for calling the throw can be changed from the specific rate indicated by the call listed in the textbook to a higher or a lower rate through the use of the chart given on page 37.

Control-Drill Paragraphs. These paragraphs should be typed at individual rates. The students

are supposed to use approximately twenty minutes a period for typing the paragraphs. They are encouraged to type as many paragraphs as possible without error. The purpose of the bonus is to motivate practice for errorless typing. As a rule the students work better under this plan than under the demand that all paragraphs must be retyped until they are errorless.

Three-Minute Timed Writing. Give at least one three-minute timed writing each period. The directions call for the deduction of one word for each error so that the students may know the number of correct words a minute typed. There is no value in applying a penalty of ten words at this level of skill. As skill develops through practice on the succeeding lessons, the penalty for errors will be gradually increased.

Test No. 1. It is recommended that objective Test No. 1 be used at the end of Instructional Block II and that the grade on this test be averaged in with the other grades to establish the student's grade in typewriting for the first twenty-six lessons.

INSTRUCTIONAL BLOCK III

Section 1

Lessons 27-31

If student progress has been satisfactory up to this point, students are ready to adapt their straight-copy skill to typing some simple problems.

Centering is not new to the students. The directions for drills and exercises in the preceding lessons have called for the correct horizontal and vertical placement. The specific rule taught for centering will be easily understood because of this preceding experience in arranging material exactly. Stress the fact that triple spacing after the heading gives only two extra spaces. Use the side scale of Exercise 27 to show that the heading is typed on line 10 and the first line of the paragraph on line 13. In determining top and bottom margins, the students must therefore count only two extra spaces following the heading when they total the number of lines used in a problem.

Problem Typing. There are many kinds of problems to be typed, but the specific typing prob-

lem following Exercise 28, page 51, is a form of quick testing that can be used to full advantage in spotting a student's weakness and in indicating to him the necessity for exact learning through day-by-day practice.

Syllabication. As a part of Technique Study 31, page 55, the student is required to divide words at the end of the line. From this practice the student should learn some fundamentals of syllabication. From this lesson on it will be necessary for the student to know how to divide words correctly, as the copy material will not be set in typewriter type and cannot be copied line for line.

Solutions to Problems. The correct solution for the problem typing in Lesson 28, page 51, appears on page 67, and that for the problem typing in Lesson 29, page 53, appears on page 67 of this manual.

Section 2

Lessons 32-36

The pattern of lessons for this section varies only slightly from that used in similar sections of former instructional blocks. Each lesson begins with a conditioning practice that is to be typed on the stroke level. The student should be encouraged to retype lines of conditioning practice that provide needed skill. With each lesson a special syllabication checkup or manipulation drill is given.

Check on techniques. Utilize every opportunity to check the technique of students at work. Technique Study 34, for example, provides excellent material for checking on the correct technique of shifting for capitals and making reaches for figures.

Syllabication Checkup. There are two ways in which the syllabication checkup can be handled. The plan suggested in the textbook is for the student to type the word with the hyphen placed at the first correct point for making the division, assuming that the bell rings as indicated in the test. Another way to handle this is for the student to type the word from direct dictation. In either case, this syllabication checkup provides at least five types of practice that make for better typing power:

1. If the words are dictated, students are tested on spelling.

2. Since the words are numbered, a review on the control of figures is provided.

3. A check on uniform spacing following the period after the figure is made. (Either one space or two spaces may be used, as long as the student is uniform in his work.)

4. The division of the word calls for a knowledge of correct principles of syllabication. For the first time, probably, students are aware of the fact that these basic principles must be known well enough to be applied instantly.

5. The alignment of the figure 10 with the 0 under 9 provides a use situation through which to teach how to type outside the left margin. In this teaching, explain the necessity for keeping the figures correctly aligned and show how this can be done easily without changing the margin stop.

There is another way to handle the syllabication drills, although it is not so effective as the one suggested above. The words may be dictated and the students may be told to type without the placement of the hyphen; then after the ten words have been typed, the students may be instructed to draw a perpendicular line with a pencil to indicate the correct division. Since students rarely have any considerable facility in typing the hyphen, it is preferable to have the hyphen typed even though this slows up the typing of the words somewhat.

Five-Minute Timed Writing. Students make better progress when they have a record of their day-by-day growth. The five-minute timed writings of this section provide an opportunity for students to study their achievements from day to day. It should be easy for them to see how their lack of emotional control causes the achievement to fluctuate. Since the material has uniform syllable intensity, the paragraphs do not differ so greatly in difficulty, but the student is not the same from day to day; and this fact, rather than the change in practice materials, causes the variations in the daily typing rate. The use of guided writing by calling the half-minute or even the quarter-minute goal will tend to hold students to a steady typing pace.

Exercises 34 and 35. Not all students will make the half-minute goal at the same time. If class work is to be organized, some students may have to take the next longer writing without first achieving the half-minute goal. When most students have made the goal for a half minute, a minute, and a minute and a half, try a two-, a three-, and then a five-minute goal. The jump from a three-minute to a five-minute goal should be made when a majority of the students have typed at their three-minute goal. No harm will be done if it is impossible to use a five-minute timing because of repeated writings for the half-minute and the minute goals.

Solutions to Problems. The correct divisions for the syllabication checkups in Lesson 32, page 57, in Lesson 33, page 58, and in Lesson 35, page 61, appear on page 67 of this manual. The correct solution for the problem typing in Lesson 36, page 63, is given on page 68.

Section 3

Lessons 37-44

The outline for Lessons 37-44 can be varied as individual classroom conditions suggest the necessity for shortening or increasing the time given to each portion of the lesson.

The directions for the drill for calling the throw require each sentence to be typed with a maximum of one error to a minute of writing before the student passes to the next sentence. There may be times, however, when it may be

desirable for a student to leave a sentence that he has attempted two or three times, without success, to type with not more than one error and to come back to this sentence at a later time after he has been successful in typing other sentences.

Test No. 2. It is recommended that objective Test No. 2 be used at the end of Instructional Block III and that the grade on this test be averaged in with the other grades for the block.

INSTRUCTIONAL BLOCK IV

In teaching students to use typewriting for their personal work, make sure that they understand how to set up their problems in acceptable form. If students have satisfactorily completed the preceding lessons in this textbook, their skill should be entirely adequate at this point for typing their own papers. They should, therefore, be encouraged to bring to class personal papers to be typed. Themes, outlines, postal card messages, personal letters, recipes, and other types of material can be used to enrich the materials given in the textbook.

Students should be taught to compose at the typewriter. This practice will encourage facility of expression and will add to typewriting skill. Composition at the typewriter should be taught, not left to the urge of the student.

Teachers frequently find themselves wondering if material should be collected as budgets or if daily lessons should be handed in when completed. Probably the best answer is to say that either method can be used and that the method adopted should be the one that seems to the teacher most feasible. In the past teachers have felt it necessary to mark all the work completed by the students; now the sampling plan is being widely and satisfactorily used. This sampling plan permits more attention to be given to learning and less to testing the student each day. This seems to be a desirable shift in emphasis. Eventually teachers may be able to accept the plan of the measurement of student achievement by less frequent sampling of classroom work than is now provided for in this manual (one grade each week) and through a greater use of the ranking of students as determined by objective tests.

Budget I—Lessons 45-49

The lessons are somewhat uniform in their use of similar drills and personal problems to be typed. A variety of material is provided, each lesson presenting some new thing to be learned.

Progression Typing. Under the plan for progression typing, students will become increasingly aware of the necessity for typing with control. The number of words typed per minute need not be checked, as progression is based entirely on meeting certain standards of accuracy. This is the first major drive for errorless typing. No particular discussion need be given to errors; rather, focus attention on the goal of achieving accuracy through the use of right techniques.

It is possible for students to take progression timing even though not all students will be typing at the same rate. For example, after some students have typed for one minute without error, a two-minute progression may be announced. The students who have failed to complete a one-minute progression without error will type for one minute and will then stop typing while the students who are working for the two-minute progression continue to type. This necessitates calling the one-minute time, of course. Properly organized progression typing can be conducted with a minimum of confusion.

If a student continues to make errors in the one-minute progression, he should be given the privilege of trying the two-minute writing and then returning to the one-minute writing later. This may relieve a sense of failure. The same plan can be used for subsequent timings of longer

writings. Since progression typing is primarily to emphasize accuracy, students should be taught to type at a rate that is lower than their forced speed rate. A checkup will need to be made on the writings that establish the student's right to progress. These writings that are marked by the student as meeting the goal for progress are the only ones that need to be checked.

Reconstruction Practice. These drills emphasize the control of certain letter combinations. The words should be typed on the stroke level. Students should be encouraged to select certain lines of words that will give practice on their weak controls. The use of these corrective drill words will focus attention on the importance of setting up habits of control and of isolating stroking weaknesses and overcoming them.

The Personal Letter. The typewriter is used in typing personal letters with the approval of most social arbiters. Many personal letters do not include an inside address at all. Usually a personal letter should have a return address; but in an exchange of letters between relatives or intimate friends, it may be assumed that the address is known to each. Such a personal letter should be judged by the adequacy of form and typing, and not by content. Erasing may be permitted in all personal-use typing. In fact, erasing should be insisted upon when some personal forms are typed inasmuch as students need to be taught how to erase to produce usable typing. Many students will find that their first semester of typewriting will be all the formal training they will have in this skill. These students need to be taught how to erase, and an appropriate time to do so is when they are doing personal typing.

The complimentary close in indented letters is usually placed approximately five spaces to the left of the centering point, approximately 35 on the pica-type scale or 45 on the elite-type scale. Similarly, when personal letters are typed in a modified block form with a blocked return address, such as Style Letter No. 2, page 77, the complimentary close may be aligned with the return address, thus having the complimentary close end approximately at the right margin. Many variations in the style of letters are permitted. If students desire to use these variations even in these early lessons, they should be permitted to do so as long as they are held to an exact knowledge of the basic setup of the exercises shown as style letters.

Speed Emphasis. The speed emphasis given with Lesson 49, page 74, is primarily for the purpose of skill maintenance rather than the improvement of stroking rate. The typing of forms, such as letters, rough-draft copies, etc., tends to lower straight-copy speed. Sufficient work should be provided in each budget, therefore, to maintain skill while production is emphasized.

Solution to Problem. The correct form for the rough draft in Exercise 46, page 69, is shown on page 68 of this manual.

Budget II—Lessons 50-54

The work of this budget is similar to that given in Budget I.

Progression Typing. Begin with the two-minute writing. It is evident that there will be fewer writings as the length of time of the writings is increased.

The Personal Letter. It is acceptable to use the comma after the salutation when typing a personal letter. It is equally acceptable, and perhaps somewhat preferable, to use the colon after the salutation. If a mark of punctuation is used after the salutation, the comma must be used after the complimentary close. This mixed form of punctuation is not explained until later. Students need to be taught merely that uniformity in the use of punctuation marks is desirable.

It will be easy to have students understand that there are different forms in which a letter may be typed and that the form shown in this budget is one of several acceptable forms for personal correspondence. The placement of the inside address at the lower left margin of the letter is still used by many writers. This is an adaptation of the formal style of letter. It is equally correct to place the inside address in the normal position used when typing business letters.

Addressing the Envelope. Two things need to be stressed with regard to typing the address on the envelope: first, a single-spaced, blocked return address should be used on each envelope; and second, the envelope address style should be one that will make for speed and accuracy in mail delivery. This means that a double-spaced form is preferred by the post office authorities for the address. The general rule is that all addresses

of three lines should be double-spaced and that no envelope address should have fewer than three lines. If an envelope address has only the name, city, and state, place the state on the third line. Post office authorities request that even four-line addresses be typed with double spacing, but the envelope is more attractive when four-line or longer addresses are single-spaced. Variations in envelope styles will be given at a later time. For the present, give the students the two simple forms shown on page 78 so that they may use typewriting in their own personal correspondence. Tell students that it is preferable to spell the state name in full even though abbreviations are permissible. Spelling the name in full will reduce the possibility of confusing abbreviations and will expedite mail delivery.

Composition at the Typewriter. Exercise 54 calls for original composition. If this exercise is to prove beneficial to the students, they should be freed of the fear of making errors in their typing. Ask them to center their thought on some of their recognized difficulties in learning to type. This is an opportunity for them to discover for themselves their own hindrances to progress. The form of the first draft is of relatively little importance; in fact, students can be taught to type as rapidly as it is possible for them to think and to x out or to encircle with a pencil any words or expressions that they may want to omit. Erasing should not be encouraged for this first draft, although erasing should be permitted, if not insisted upon, in typing the corrected copy.

Reconstruction Practice. Use the sentences for reconstructing straight-copy skill. No record need be made of the speed attained in this work. The emphasis should be upon the achievement of the specified rate in typing. Once the rate has been achieved, the emphasis can be placed on typing with a minimum of errors.

Solutions to Problems. The correct division of the words given in the reconstruction practice of Lesson 51 at the top of page 79 is shown on page 69 of this manual. The reconstruction practice of Exercise 53 on page 80 is shown in correct form on page 69.

Budget III—Lessons 55-59

The directions for completing the work are definite and few additional comments are needed.

In Exercise 56 students should be taught that either one or two spaces may be used after the period that follows the letter or figure in an outline; in fact, it is correct to omit the periods entirely in an outline form, although the use of the period seems to be preferred.

Composition at the Typewriter. Original composition at the typewriter in Exercise 59 should not be graded as *A*, *B*, *C*, or *D*. Instead the material should be scanned for form and expression. The purpose of this practice is to give students experience in thought typing. Errors in grammar, spelling, and form should be pointed out to students, but they should understand that these errors do not affect the grade. Freedom of expression when typing rapidly should be encouraged. Pencil corrections should be made on the first draft of the original composition, and corrected copies should be typed whenever time permits this to be done. Eventually students should be able to use the first draft of the material they compose at the typewriter.

Solutions to Problems. The correct solution for the reconstruction practice on syllabication, page 86, is given on page 70 of this manual. One correct setup for Exercise 58, page 86, is given on page 70.

Budget IV—Lessons 60-64

In this budget it is well to insist that all correctible errors be erased and corrected when the exercises are typed. In fact, some teachers extend this erasing to straight-copy tests. Certainly Exercise 60, "How to Erase," should not only give the students information about erasing, but it should provide an opportunity for demonstration of their ability to erase.

Exercise 61. Many students and some teachers object to the inclusion of an exercise such as this one on the assumption that it is not the function of the typewriting course to reconstruct or to teach facility in handling numbers. Exercise 61 is included for the purpose of teaching students how to arrange simple arithmetic problems and to give them practice in checking their work before, as well as after, it is typed. The extensions and the totals of the problem should be checked with the students before the problem is typed, unless it seems desirable to permit students to set

up the exercise in any way they wish without being cautioned about the errors in advance.

Exercise 63. Before this exercise is typed, each student should be asked to say very definitely how many invitations and envelopes he will complete in the fifteen minutes allotted for this purpose. It is important for students to learn to estimate their production ability. It may be a significant discovery if they check their production against their promise to type a certain number of copies.

Solutions to Problems. The correct form for the rough draft in Exercise 60, page 89, is given on page 71 of this manual. The correct solution for Exercise 61, page 91, and the correct centering points for Exercise 63, page 93, are given on page 72.

Test No. 3. It is recommended that objective Test No. 3 be used at the end of Instructional Block IV and that the grade on this test be averaged in with the other grades for the block.

INSTRUCTIONAL BLOCK V

Budget V—Lessons 65-69

Students who have successfully completed the work up to this point should have adequate skill for the typing of the simple business letters introduced in this instructional block. If erasing was permitted in the work of the preceding instructional block, a definite policy must be announced about erasing on the work of this block.

In typing the business letters included in this instructional block, the use of carbons and envelopes is recommended for those students who are planning to discontinue the further study of typewriting after the completion of the semester's work. All students, whether studying personal or vocational typewriting, need to understand how to use carbons and how to address envelopes. Envelope addressing was presented in the preceding block, and the use of envelopes with these business letters will therefore constitute a recall rather than a new learning of addressing.

A brief discussion of the various parts of the business letter can be given the students after the typing of Style Letter No. 3. This instruction will be more meaningful if it is given after the typing of the letter than if it is given preceding the typing of the letter.

Most of the drill material given in the instructional block should be typed on the stroke

level. The emphasis throughout the work is on typing with control. The reconstruction practice on page 99 and the one-minute writings on page 102 are included for skill maintenance.

Exercise 68. This exercise calls for the typing of Style Letter No. 4 as a five-minute timed writing. This five-minute writing on the style letter will offer the basis for comparison between skill and speed made in typing business letters and that made in typing straight-copy paragraphs. For this comparison, use the record on five-minute writings made in the preceding instructional block. If there is a disproportionate loss in speed in typing the business letter, some attention should be given to the manipulation of the typewriter in typing the date and the inside address of the business letter. Generally speaking, students should be able to type business letters at a rate that is approximately 60 to 75 per cent of the straight-copy speed. Students who make a lower speed than this should realize that they are wasting time at some point in typing the business letter.

Solutions to Problems. The solution for the reconstruction practice on page 96 is found on page 72 of this manual, and the solution for the problem typing in the reconstruction practice on page 103 is found on page 73.

INSTRUCTIONAL BLOCK VI

Lessons 70-75

In this instructional block the attempt is made to bring speed and control together at a rate that can be maintained without hurry and without muscular tension. Emphasis upon accu-

racy is given through the drill for calling the throw. From this drill the number of errorless one-minute writings will be recorded without any record being made of the speed at which the sentences are typed.

Sustained Writings. If the school requires a record of ten-minute tests, the sustained writings for this instructional block should be for ten minutes; otherwise it is recommended that five-minute writings be given. It is expected that the student will make a higher net score on five-minute writings than he will make on ten-minute writings, although there is some research evidence to the contrary. Continue the use of the timing of the typing of style letters to focus the attention of the students upon the necessity for learning to type letters at the maximum rate consistent with usable control.

Recording Speed and Errors. Many teachers believe that the detailed analysis of errors will furnish the basis for needed remedial practice. Other teachers feel that students make more errors just as soon as their attention is focused on the study of errors. Somewhere between the extremes of these two points of view we may find the most satisfactory procedure to use in dealing with errors. Certainly the unrestrained emphasis upon speed cannot be continued without periodic

checks to establish control. The penalty for errors, and particularly the emphasis upon a bonus for errorless typing, will probably do more to develop accurate typing than most error studies. Some analysis of errors to determine those that persist and therefore need to be given special attention can be justified.

If time permits, the corrective drill sentences on pages 107 and 108 should be used for calling-the-throw drills. The emphasis should be upon control.

In all of this work, students must be made to believe that they can type well. How they feel about the work determines how well they type, if their typing technique has been properly developed. In giving drills, use a quiet tone of voice to help students set up a poised, confident attitude toward their typing.

Test No. 4. It is recommended that objective Test No. 4 be used at the end of Instructional Block VI and that the grade on this test be averaged in with the other grades for Instructional Blocks V and VI.

PART II

The major emphasis in Part II is in the application of straight-copy typing skill to the typing of personal and office problems. Skill maintenance is provided for through the frequent use of timed writings and the continued use of the speed and accuracy devices listed below:

1. Progression typing
2. Calling-the-throw drills
3. Guided writing
4. Selected goals

In teaching typewriting, not all of the typed material is to be graded. On the contrary, many exercises and budgets of work should be considered as experimental or learning problems. True,

some students will inevitably ask, Is the work to be graded today? The student who asks such a question displays a wrong attitude toward the learning exercises—an attitude based upon the theory of considering everything typed as a test of typing skill. If students sometimes feel that basing the grade on the selected problem is too limited a sampling of their work, they may be given the privilege of submitting one additional piece of work of high quality for an additional grade to be averaged with the other grades recorded during the grade period. Emphasis upon establishing grades should be reduced to the minimum in order that the major emphasis may be placed upon typing for improvement.

INSTRUCTIONAL BLOCK VII

Use the "Outline of the Setup of the Business Letter," pages 109-110, as a means of recalling the materials taught in Instructional Blocks V and VI. Additional items, such as Sections E and G, will be developed as students type the exercises of this instructional block. This outline, or check sheet, can be used for reference by the

student and by the teacher when letters are corrected.

In teaching the placement of a new letter style, it is well to give but one accepted form, and to develop variations of the established form at some later date. For instance, some teachers prefer to consider the date a definite part of the

body of the letter, not specifically related to the city and state line of the letterhead. In this textbook the date is placed in relation to the city and state line, since it seems logically to belong to the general heading. If the letter is to be typed on plain paper, the street address, the names of the city and the state, and the date are typed as a part of the date-line heading, as illustrated in Instructional Block IV. Similarly, it is logical to type the date in relation to the printed city and state line.

Date Line. Under Section B of the outline the student should be told again that when business letters are typed on plain paper, the return street address, as well as the city, the state, and the date, must be shown unless plain paper is assumed to be the classroom form for a letterhead. It is not an altogether satisfactory practice for the student to pretend that he is using a letterhead; it is far better either to make use of the workbook provided for use with the textbook, because in this workbook a letterhead is furnished for each exercise requiring one, or to make letterheads from stenciled copies.

Abbreviations. Under Section D, "Address," it is well to emphasize correct abbreviations, particularly of state names. Careful writers avoid the use of abbreviations whenever abbreviations are not absolutely necessary. It is better form to spell words in full. In business, though, the demand for maximum production calls for the use of abbreviations under certain conditions. Generally speaking, abbreviations should not be used in the inside address unless it is necessary to do so in order to have proper balance.

The students must know what abbreviations are sanctioned and when they should be used. The following summary of the general practice in the use of abbreviations in business letters should be emphasized:

1. Spell in full the month in the date line. *May*, *June*, and *July* must be spelled in full at all times. In the body of the letter, the other months may be abbreviated when used with the day and the year.
2. The names of the states are frequently abbreviated; but *Idaho*, *Iowa*, *Maine*, *Ohio*, and *Utah* should be spelled in full at all times. The United States Post Office does not recognize as correct any abbreviated forms of these state names.

Even though *Tex.* is recognized as the official abbreviation for *Texas*, it is desirable to spell the word in full.

3. The name of the city must be spelled in full at all times.
4. Spell in full such titles as *Professor*, *President*, *Captain*, *General*, *Colonel*, *Reverend*, etc.

NOTE: Some authorities recognize *Prof.* and *Rev.* as correct abbreviations for *Professor* and *Reverend*, when they are used with full names or with initials and surnames.

5. Use the following abbreviated forms of personal titles:

Mr.	for a man
Messrs.	for two or more men
Mrs.	for a married woman
Dr.	for a doctor

Under Section F, the student should be told that titles, with the exception of *Mr.*, *Mrs.*, and *Dr.*, should not be abbreviated.

Under Section J, the teacher should point out that the company signature *should be* typed, whenever possible, in the form shown on the company letterhead. This form cannot always be used, however, because of the margins of the letter. When necessary, in order to have an even right margin, it is permissible to abbreviate such words as *Company* to *Co.*, *Brothers* to *Bros.*, *Incorporated* to *Inc.* In writing to a company the signature of which contains a personal name, follow the usage of the firm addressed. For instance, *Thos. Cooke and Sons* is a firm name and should be written with the abbreviated form for *Thomas*. If Mr. Thomas Johnson uses *Thos. Johnson* for his pen signature, however, the return letter should be addressed to *Mr. Thomas Johnson*. Unless the abbreviation of the personal name is used in an established company signature, spell the name in full or use initials.

Placement of Letters. A placement table can be used effectively in the early practice of placement of business letters, but its use should not be continued through the entire training period. Students must learn to estimate the length of a letter and to place it on the paper by judgment rather than by exact spacing. Judgment placement must, however, be based upon experience in the use of a chart that places the letter with exactness. Students must be made to understand that all letter-placement charts are subject to modifications when letters include unusual features, such as an

attention line, a subject line, tabulated reports, enclosure notations, and postscripts.

If it seems desirable, the placement chart can be extended to include the exact margin adjustments. For example, with a single-spaced letter of 175 words, a 50-space line will be used. With pica type the left margin would be set at 17 and the right margin at 72. Similarly, with elite type the left margin would be set at 25 and the right margin at 80. If the letter has approximately 110 words in the body, the same adjustments can be used or a 45-space line can be used.

Another method of letter placement is to state the length of the line in inches rather than in spaces. This will give a different line length for elite type than for pica type. For example, with a letter of 175 words, a 5-inch line would mean the use of a 60-space line with elite type rather than the 50-space line used with pica type. Many teachers prefer to call for the line length in inches rather than in spaces in order to avoid the "ribbon" effect of unusually wide margins with short lines of elite type.

Budget VI—Lessons 76-80

The exercises of this budget need not be marked in determining the grade for the budget. New learnings should be stressed and all exercises should be checked in so that the record of work done by each student is complete as far as quantity is concerned. In this way students can get an estimate of their proper grade if the measurement was based on their present production ability. Erasing should not be permitted at the beginning of this work.

Solutions to Problems. The solution for the reconstruction practice in Lesson 77 on page 113 is given on page 73 of this manual, and the correct syllabication for the reconstruction practice in Lesson 78 on page 116 is given on page 73.

Budget VII—Lessons 81-85

No grade need be recorded for the ten-minute timed writing at the end of Lesson 83, page 122. The rate of writing should, however, be compared with the scores for timed writings in Budget VI. If there is too great a difference, a special effort should be made to eliminate the loss of time that comes with the typing of the different parts of the business letter.

Budget VIII—Lessons 86-90

It is recommended that in typing the exercises of this budget all correctible errors be corrected.

Instruct students that other styles of envelope addresses are acceptable. Those shown in the textbook are for illustrative purposes only.

The sustained writings need not be checked for speed and accuracy; but if it desired to do so, use the same scale as that given for Budget VI. These sustained writings are used to maintain, rather than to improve, straight-copy skill. If they are checked, it should be to show the student whether he has lost, gained, or merely retained the straight-copy skill he had when typing Budget VI, the first budget in Part II.

Solution to Problem. The solution for Exercise 89, page 130, is given on page 74 of this manual.

Budget IX—Lessons 91-95

In typing the exercises, students should be instructed to erase and to correct all correctible errors or, if erasing is not permitted, to identify the errors that are correctible. The assumption is that an error identified as correctible can be acceptably corrected.

Solutions to Problems. A note concerning the solutions for the exercises for Lessons 91-95 is given on page 75 of this manual.

Budget X—Lessons 96-100

The work of this budget is important in training students to type form letters with changes. The students should read the directions, make pencil notations of changes that are to be made, and then type the letter without having to turn back to the page on which the directions are given.

In the first printing of the textbook, Outgoing Letter No. 9 did not include an inside address. Students using that printing of the textbook should be instructed to use the following address: 2519 Salem Street, Nashville, Tennessee.

All correctible errors should be corrected or otherwise identified as correctible.

Solutions to Problems. Changes in the form letters for the letters written for the exercises for Lessons 96-100 are given on page 75 of this manual.

Test No. 5. It is recommended that objective Test No. 5 be used at the end of Instructional Block VII and that the grade on this test be averaged in with the other grades for this block.

INSTRUCTIONAL BLOCK VIII

Section 1—Lessons 101-105

The procedures and the materials used in this section follow the same pattern used in similar instructional blocks in Part I of the textbook.

It should be noted that an increase in speed frequently comes *after* the speed drive has ended and apparently *after* the drive has been forgotten. When this occurs, it is an indication that in the drive for speed, relaxation was not achieved; tension of muscles and probably a fearful attitude retarded the growth that should have been made.

Some students may be able to type the sentences of the drill for calling the throw on the 12-second or the 10-second throw without using the 15-second throw at all. Select the time for the call to take care of the needs of the majority of the students.

In connection with the work of this section it will be desirable to check carefully the typing technique of each student and to give specific practice for the improvement of faulty techniques, such as the shift-key control, the rapid stroking of keys, and the quick carriage return. Use the technique rating chart given with Instructional Block I as a guide in making the observation for right techniques used in this typing.

Section 2—Lessons 106-110

Students should be encouraged to follow the suggested plan of dropping back approximately 5 or 10 words a minute in their speed in order that they may type with a feeling of ease and control.

If students are making improvement in speed, control, and/or technique, the work of this instructional block should be considered successful.

INSTRUCTIONAL BLOCK IX

The recurring emphasis on personal-typing problems will motivate student practice for those students who even in the second semester's work feel that they do not want to, or cannot, make use of typewriting as a vocational skill. The problems used are similar to those that may be encountered by students in their school work. The difficulty of the problems is increased over the difficulty of those used in Part I, and the nature of the problems is also quite different. Erasing of errors should be permitted, and probably insisted upon, in all this work.

Budget XI—Lessons 111-115

This budget should be used for teaching new forms and new procedures; the exercises do not need to be marked in terms of the number of errors made. Correctible errors should be corrected.

Manipulation Drills. Students have already been told how to spread headings by adding a space between letters. On page 149 instructions are given for squeezing letters. This is a skill that is frequently needed in personal and office typing. When a typing error can be corrected by squeezing the letter into a half space, the correction should be made in this manner rather than by erasing.

The variable-spacing manipulation drill on page 150 is particularly useful when students are setting up the master copy for a mimeographed school paper.

Solutions to Problems. The correct solution to the Problem Typing in Lesson 111 on page 147 is given on page 75 of this manual; to Exercise 112, page 148, on page 76; to the Problem Typing in Lesson 112 on page 148, on page 76; and to Exercise 113, page 149, on pages 76 and 77.

Budget XII—Lessons 116-120

The emphasis in the work of this budget is on production and not on maintenance of straight-copy speed. If supplementary timed writings are given, they should be marked on the same scale as that used with Budget IX. In production work students should not be required to make gains in straight-copy speed, although many will do so.

Conditioning Practice. The typist can easily type this paragraph in less than three minutes. The typing of the paragraph should indicate to the student the probable necessity for reconstructing figure reaches. Additional practice in the control of figures can be gained through retyping the paragraph or through other drills on figure control.

Exercises. The material given in the exercises of this budget is primarily to provide experience in typing problems that involve new learning situations. As a rule it is better to teach and to give practice in typing this material rather than to mark the specific errors made in each exercise. Erasing of errors should be required, as this is supposed to be usable work.

The information given in Lesson 117 may become the basis for the organization of a high-school group of FUTURE BUSINESS LEADERS OF AMERICA. The information in this exercise has been taken from the organization materials submitted by the president of the

National Council on Business Education, the sponsor of the FUTURE BUSINESS LEADERS OF AMERICA. Additional information will be sent by the president of the Council on request. The organization of a group of FUTURE BUSINESS LEADERS OF AMERICA may stimulate interest in business education and may serve students more effectively than does the usual commerce club or other similar organizations.

In the exercises for Lessons 118-120 the opportunity is presented to stress some points in behavior that may be needed by the students. Many boys do not know, for example, when to remove their hats in elevators. Many young persons have not had the experience of Pullman travel. This material provides good typing practice and opportunity for stressing related learnings that may affect behavior in a marked manner. Some discussion of the points included in this material may focus attention on details that might otherwise be overlooked. Material such as this provides an opportunity for giving emphasis to related learnings. Students resent "sermons on conduct," but they welcome common-sense discussions of behavior problems.

Test No. 6. It is recommended that objective Test No. 6 be used at the end of Instructional Block IX and that the grade on this test be averaged in with the other grades for Instructional Blocks VIII and IX.

INSTRUCTIONAL BLOCK X

Students have already typed a number of exercises that can actually be classified as problems in manuscript typing. The work of this instructional block presents manuscript typing of an advanced nature and a slightly different character.

Details of manuscript typing vary according to the authoritative source used or the custom of the office. Footnote references, for example, may be typed in different ways; but as long as the typing is uniform throughout the manuscript, it is acceptable. Specifically, in typing footnote references the copyright date may be enclosed in parentheses or may be separated by a comma from other information in the line. Similarly, the numbering of the footnote references may be consecutive on the page or consecutive throughout the

manuscript. The number preceding the reference at the bottom of the page may be elevated, or it may be typed on a line followed by a period and one or two spaces. These and other variations in typing manuscripts indicate the impracticability of teaching all accepted forms for manuscript typing. References to the handbook on the preparation of manuscripts or the instructions issued by many universities to their graduate students will give authoritative directions for typing manuscripts. The illustrations in this instructional block and the directions for typing the exercises call for uniformity within the problem and not adherence to one authority. A common-sense and uniform arrangement of the manuscript will always be acceptable.

Budget XIII—Lessons 121-125

Conditioning Practice. The first line of the conditioning practice has two words printed in italics. Students should recall from former practice of similar sentences that italicized words are underscored when typed.

Exercises. Check all exercises when they are completed, but do not mark them for a budget grade. Use this budget of work to teach correct form for manuscript typing. Erasing should be permitted or correctible errors identified.

Exercise 122. Caution students typing this exercise against carrying to the second page only one line of a paragraph. At least two lines of a paragraph must be carried to the next page.

In the first printing of the textbook the footnote reference for the second page was started below the column of figures. Students having this printing of the textbook should be instructed to start the reference at the left margin.

Exercise 123. Since this will be at least a two-page manuscript, the students should be instructed to change the number for each footnote reference on the second page unless it is desired to have consecutive numbering throughout the manuscript rather than on the page.

Lesson 124—Correct It as You Go. This problem calls for the correction of misspelled words as the typing is completed. This is a good problem to use to focus attention on the fact that typists are held responsible for the correct form, spelling, syllabication, and punctuation of a manuscript irrespective of the inaccuracies of the original copy.

Solutions to Problems. The solution for Exercise 122, page 165, is given on pages 78 and 79 of this manual. The solution for the correct-it-as-you-go problem on page 169 of Lesson 24 is given on page 80.

Budget XIV—Lessons 126-130

The exercises for this budget present some new problems in arranging manuscript copy. All errors should be corrected. This requirement will give excellent practice in erasing on carbon copies. Ask that the footnote references be typed consecutively on the page, since this will introduce the problem of changing the superior figures in the text as well as the figures identifying the footnote references. Note that in this problem the copyright date is enclosed in parentheses for the published pamphlets and books from which quotations are taken; but the copyright date is separated by commas for references other than those to published pamphlets and books.

INSTRUCTIONAL BLOCK XI

For the work of this instructional block, instruct the students to encircle errors but not to erase them. The materials are to be used primarily for teaching and not for testing. It is therefore desirable to see what remedial work is necessary.

Budget XV—Lessons 131-135

Many teachers omit the teaching of setting up tabulated reports by mathematical placement and give students the basic principles of judgment placement from the beginning. It seems desirable, however, to give students experience in placing material with mathematical exactness; then judgment placement of tabulated material has a basis in the experience of work typed according to a fixed plan.

The use of leaders in Problem 1 of Exercise 133 is for the purpose of guiding the eye from

column to column. Probably a preferable way to type a problem of this kind would be to use judgment placement and to have five or seven spaces between columns, thus eliminating the necessity for the leaders. When leaders are used, separate them by a space. Leaders should be used infrequently, as their use tends to harm the typewriter platen and to slow up production. They are, however, used in some offices.

Solutions to Problems. Problem 2 of Exercise 131, page 177, is shown in correct form on page 81 of this manual. The correct solutions to Problems 1 and 2 of Exercise 132, pages 178 and 179, are shown on pages 81 and 82. The correct solutions to Problems 1 and 2 of Exercise 133, page 180, are shown on page 83. The correct form for Exercise 135, page 183, is shown on page 84.

Budget XVI—Lessons 136-140

Students can work from mathematical placement of tabulated reports into judgment placement with an understanding of the following fundamental differences:

(1) In horizontal placement of columns by judgment placement, use three, five, or seven spaces between columns and distribute other available spaces in the left and right margins.

(2) In the vertical placement of the problem by judgment placement, the "reading position" may be used, thus placing the material approximately a half inch above the actual center. This is explained in Step 1-C in the instructions for judgment placement on page 184 of the textbook.

Exercise 140. The letter α is used for *by*. Technically, the letter α is used for *by* in specifications only, but business makes frequent use of this symbol in statement work and correspondence.

Solutions to Problems. The correct solution to Exercise 136, page 185, is given on page 85 of this manual; to Exercise 137, page 186, on page 86; to Exercise 138, page 186, on page 87; and to Exercise 139, page 187, on page 88.

Test No. 7. It is recommended that objective Test No. 7 be used at the end of Instructional Block XI and that the grade on this test be averaged in with the other grades for Instructional Blocks X and XI.

As an outcome of the work on Instructional Block XI, students should have greater control of figures. Straight-copy skill should be maintained at approximately the level at which the work of Part II was begun, although some students will undoubtedly gain in skill and some may lose in skill because of the emphasis on production. The following instructional block stresses the reconstruction and improvement of straight-copy skill.

INSTRUCTIONAL BLOCK XII**Lessons 141-145**

Use the first 10-minute writing to determine the base rate. Improvement should be marked on the basis of the average gain on the 10-minute writings. Use the 3-minute gains to contrast with the longer timed writings. If there is a marked difference in the record made on the 3-minute as contrasted with the 10-minute writings, it is evident that an immediate check of basic techniques should be made and that remedial practice should be suggested.

In the work of this block the timed writings are to be scored on the basis of the number of correctly typed words per minute (a penalty of one word for each error). It is therefore impossible to contrast the record of the writings

done in this block with the earlier writings in which a ten-word penalty was applied. Each student should be challenged to excel his former best rate. He should push for greater stroking speed even at the temporary expense of accuracy.

Some analysis of errors can be made to determine those that are recurring with sufficient frequency to justify special attention. Corrective drills can be used to establish greater typing power when students are made to see the direct value of these drills. Thus a student may select his own corrective drill materials, or he may be directed by the teacher to practice certain corrective drills. Errors tend to disappear when students type with correct mind-set and with the use of right operative technique.

INSTRUCTIONAL BLOCK XIII**Budget XVII—Lessons 146-155**

In planning the daily lessons for this instructional block, time should be reserved for two, and preferably more, 10-minute timed writings.

Erasing of all correctible errors should be insisted upon in the typing of the exercises and the exercises should be graded on the basis of mailable pieces of work.

The ten-word penalty can be applied for errors in the sustained writings, and the record

made on these tests can be checked in terms of the growth made since the typing of Budget IX.

Specific instructions for each exercise are given in the textbook. A copy of Style Letter No. 8, page 195, is to be sent to Mr. Wexford, the service engineer. It is to be assumed that Mr. Wexford is connected with the company in the Pittsburgh office; otherwise the directions for typing the letter would necessarily include Mr. Wexford's initials and his address. The copy of this letter to Mr. Wexford would be mailed in an envelope used for interoffice communications or would be sent by a messenger without being placed in an envelope. For this instructional block assume that the carbon copy of the letter will be sent by a messenger and do not have an envelope addressed to Mr. Wexford. Some explanation may need to be given of the use of carbon copies to convey to a third party the information contained in the letter. Another way to handle this problem would be to have a letter dictated to Mr. Wexford giving a summary of the letter to Mr. MacArthur or quoting from it.

Problem 4. If the workbook providing a blank check form is not available, mimeographed check forms may be used or, if preferred, Problem 4 on page 197 may be omitted. If the form is available for Problem 4, students should be cautioned to align the typing correctly so that it will be even with the lines and will be close to them.

Problem 14. It may be desirable to plan the tabulation for Problem 14, page 203, as a class project before any typing is done. Even if each student works out his own problem, it may be desirable to call to his attention that when certain traits have the same frequency ranking they are given the same number; therefore there are actually forty-seven traits instead of forty-five, the last number. The division may be made after the twenty-fourth trait, that is, after "Industriousness," the fourth item numbered "21."

Students should be required to type the problem in four columns, using the tabulator mechanism. They should type straight across the lines and should not attempt to type the items in the order of the frequency ranking. If they have difficulty in reading the copy when the items are not typed in the order in which they occur in the problem, the students might type the entire problem in two columns and then retype it in four columns.

Solutions to Problems. Information about Problem 6, page 198, is given on page 88 of this manual and the correct setup of Problem 14, page 203, is shown on page 89.

Test No. 8. It is recommended that objective Test No. 8 be used at the end of Instructional Block XIII and that the grade on this test be averaged with the other grades for Instructional Blocks XII and XIII.

PAGES 204-215 OF ONE-YEAR BOOK ONLY

The budgets of this Instructional Block XIV, Budgets XVIII-XXI, are added to the one-year book in order to give students some experience in typing advanced office problems. The skill developed up to this point should be adequate for doing these advanced problems.

Stenciling is a part of the work of most business offices. Even students taking typewriting for personal use need to know how to type stencils and how to run off copies on the mimeograph. The materials used for this purpose in Exercises 156-158 are of personal interest to students.

Telegraph services and the preparation of telegrams are stressed in Budget XIX. This work is common to business typing and is useful to persons not in business.

The work of the invoice clerk is a very important work in business. Students preparing for

office typing need to understand the basic form in which an invoice is typed. They need even more to check on their ability to figure extensions and to total columns. This type of work offers an excellent opportunity for stressing the importance of checking everything that is done.

Legal typing calls for a highly specialized skill. The terminology of legal work is peculiar to the work of a law office. The legal typist has to learn much of the terminology and to develop skill in typing the special forms after she goes on the job. This limited practice in typing legal documents will, however, indicate some of the understandings and skills needed for this type of work.

The correct solutions for Exercises 165, 166, 167, and 168 will be found on page 90 of this manual.

PART III

RECONSTRUCTION LESSONS—COMPLETE TEXT

At the beginning of the new semester's work it is usually desirable to use a number of periods for the reconstruction of the techniques of typing. Reconstruction lessons are particularly needed when the new semester follows a summer vacation. Even though the reconstruction work may be badly needed, it must be carefully organized and directed so that students will not get the impression that they are wasting time doing some things that they have already learned how to do.

It is the purpose of the reconstruction lessons to help a student to regain his speed and accuracy and to recall many of the related learnings that have been taught throughout Parts I and II.

In the separate advanced text there are sixteen reconstruction lessons. In the majority of instances it will be found desirable to use all of these lessons; but if for one class a less comprehensive review is thought to be needed, the teacher will have no difficulty in selecting the lessons or drills to be omitted. In case of doubt, however, it probably will be best to use all of the lessons, for they will definitely help each student to increase his speed and accuracy and will provide a reteaching of many important techniques.

In the complete text, because of a lack of space, a minimum review is provided at the beginning of Part III. Students using the complete text do, however, have access to Parts I and II, and additional review materials may be selected. If time permits, ten reconstruction lessons are recommended for use before the first reconstruction lesson on page 204 of the complete book. These reconstruction lessons are as follows:

Lesson 1

	PAGE	TIME
Inserting and Removing the Paper	2	3 minutes
Stroking and Releasing the Keys	3	2 minutes
Returning the Carriage	3	2 minutes
Adjusting the Paper Guide	5	2 minutes
Setting the Margin Stop	5	2 minutes
Setting the Line-Space Regulator	6	1 minute
Typing Position	11	3 minutes
Tabulator-Key Control	15	5 minutes
Technique Study	50	8 minutes
Three-Minute Timed Writing	42	10 minutes

Lesson 2

	PAGE	TIME
Finger Gymnastics	10	2 minutes
Conditioning Practice	64	3 minutes
Technique Study	61	8 minutes
Drills for Calling the Throw	65	10 minutes
(Omit the call for the 30" throw and, if time permits, add a call for a 12" throw.)		
Three-Minute Timed Writing	47	7 minutes
Five- or Ten-Minute Sustained Writing	106	10 or 15 minutes

Lesson 3

Finger Gymnastics	13	1 minute
Conditioning Practice	75	3 minutes
Technique Study	67	7 minutes
Drills for Calling the Throw	65	10 minutes
Three-Minute Timed Writing	66	8 minutes
Five- or Ten-Minute Sustained Writing	106	10 or 15 minutes

Lesson 4

Conditioning Practice	84	3 minutes
Technique Study	75	7 minutes
Drills for Calling the Throw	65	10 minutes
Five-Minute Timed Writing	89	8 minutes
Five- or Ten-Minute Sustained Writing	139	10 or 15 minutes

Lesson 5

Conditioning Practice	105	3 minutes
Technique Study	80	7 minutes
Drills for Calling the Throw	65	10 minutes
Five-Minute Timed Writing	94	8 minutes
Five- or Ten-Minute Sustained Writing	142	10 or 15 minutes

Lesson 6

Conditioning Practice	122	3 minutes
Technique Study	100	5 minutes
Drills for Calling the Throw	141	10 minutes
Five-Minute Timed Writing	112	8 minutes
Five- or Ten-Minute Sustained Writing	183	10 or 15 minutes

Lesson 7

Conditioning Practice	123	3 minutes
Technique Study	119	7 minutes
Drills for Calling the Throw	141	10 minutes
Five-Minute Timed Writing	116	8 minutes
Five- or Ten-Minute Sustained Writing	189	10 or 15 minutes

Lesson 8

Conditioning Practice	132	3 minutes
Technique Study	133	5 minutes
Drills for Calling the Throw	141	10 minutes
Five-Minute Timed Writing	133	8 minutes
Five- or Ten-Minute Sustained Writing	189	10 or 15 minutes

Lesson 9

	PAGE	TIME
Conditioning Practice	139	3 minutes
Technique Study	137	5 minutes
Drills for Calling the Throw	141	10 minutes
Five-Minute Timed Writing	162	8 minutes
Five- or Ten-Minute Sustained Writing	190	10 or 15 minutes

Lesson 10

Conditioning Practice	142	3 minutes
Technique Study	146	7 minutes
Drills for Calling the Throw	141	10 minutes
Five-Minute Timed Writing	167	8 minutes
Five- or Ten-Minute Sustained Writing	190	10 or 15 minutes

Problem 3, Item (E), Page 207 of the Complete Textbook, Page 29 of the Advanced Text. The value of this particular part of the problem

will be increased by a discussion of variations that may be made in the placement of the second-page heading. In many instances only a little copy is to be typed on the second page. In such cases a deep top margin is desirable. The second-page heading may then be started approximately two inches from the top of the sheet. In other instances the second page may be relatively full. In that case the second-page heading, especially if the three-line block form is used, may be started about one inch from the top of the page. The body of the letter on the second page will then start approximately two inches from the top. A variation in the position of a second-page heading is one of the minor changes that a typist should feel free to make in order to place the copy attractively on the page.

RECONSTRUCTION LESSONS—ADVANCED TEXT

Sixteen reconstruction lessons are given at the beginning of the advanced textbook. These lessons sample the major types of learning covered in the Parts I and II textbook. It has been found that many students who use the advanced textbook need a well-organized and fairly extensive plan for reconstructing skill, particularly when the work is begun after a summer's vacation or after the lapse of a semester or so in the study of typewriting.

Probably the best way to handle the explanatory material given in the early lessons of the advanced textbook is to discuss with the students the significant points that they must understand or to give a drill that will permit a checkup on fundamental operating techniques. Thus, for example, the explanatory material under the heading "Inserting and Removing the Paper" can be assigned for reading for those students whose manipulative skill in inserting the paper is observed to be inaccurate. Similarly, typing position can be emphasized by a brief discussion of the points given, or the material can be assigned as a reading exercise for the students who are observed to need this reconstruction work.

Most students can profit from a drive for improvement in stroking power. The reconstruction lessons make use of the tested procedures used so effectively in Parts I and II. The detailed instructions with each lesson make it unnecessary for the manual to have a discussion of the best way to use such materials as the conditioning

practice, drills for calling the throw, and two-minute timed-writing paragraphs. Students who work through these reconstruction lessons will increase their typing power and be better fitted to do superior work in typing the problems that follow.

For additional suggestions on the teaching of manuscript typing, judgment placement of tabulated material, style letters, etc., refer to the discussion of these items in Parts I and II as given in this manual.

Solutions to Problems. Solutions to the following problems in the reconstruction lessons in Part III of the advanced textbook are given on pages 91 and 92 of this manual: Problem 2, Lesson 11, page 28; Problem 2, Lesson 12, page 31; Problems 1 and 2, Lesson 13, pages 33 and 34; Problem 1, Lesson 14, page 36; and Problem 2, Lesson 16, page 40.

Page 6, Advanced Textbook. In the first printing of the advanced textbook there is an error on page 6 in the last sentence of the second paragraph under Item 2 of the directions. Students having an advanced textbook of this printing should be instructed to make this sentence read as follows: "For example, if your selected goal is 44 words a minute, place a check mark over the 'l' in 'sales' in the second line to indicate the first half minute, a check mark over the 't' in the first 'they' in the fourth line to indicate the second half minute, etc."

INSTRUCTIONAL BLOCK XIV

Many different forms will be encountered in office work, not all of which can be presented to students while they are in school. The forms included in this instructional block are typical of those found in many offices. The problems to be typed are office problems. They call for an understanding of office procedure as well as for typing skill. Students can learn a great deal about what will be expected of them when they go into an office to work if they will follow through the sequence of transactions as presented in these exercises.

Budget XVIII—Lessons 156-160

Telegraphic service should be understood by students, as it is one of the frequently used means of business communication. It is important to have straight telegrams typed in as few words as possible consistent with the message that is to be sent. In business, however, less attention is paid to the elimination of one or two words than to the necessity for stating the message so that the meaning will be understood easily and accurately by the addressee. Very few office typists will have to determine the charge on telegrams. For this reason there is not a great deal to be gained from teaching the students the methods for counting chargeable words. The information given below on the counting of chargeable words may, however, be used as additional information bearing on the work of this budget.

Methods of Counting Chargeable Words

All words, figures, and letters in the text of domestic messages are counted and charged for. All groups of letters, when the letters are not dictionary words or combinations of dictionary words, are counted at the rate of five letters to a word. A hyphen or bar of division (/) appearing in a group of letters will be counted as one character in the group. Other characters appearing in a group of letters are counted as one word each. Examples:

Ababa	1 word
Egadol (6 letters)	2 words
BD-AC	1 word
BX:BXL	3 words

Groups of figures, when used in their natural sense, are counted at the rate of five characters

for one word. A fraction bar, period, or decimal point, comma, colon, dash or hyphen, appearing in a group of figures will be counted as a figure. For example, the following are counted as one word each: 12345, $\frac{3}{4}$, 22 $\frac{1}{2}$. Marks such as \$ & are counted as one word each. In combinations of letters and figures, each unbroken sequence of five or fewer letters or figures (a fraction bar, period, or decimal point, apostrophe, comma, colon, dash or hyphen being counted as one character associated with the immediately preceding sequence of letters or figures) is counted as one word. For example, \$180 is counted as two words; AB123, as two words; and A3C, as three words; A-B34 as three words. Ordinal numbers are counted at the rate of five characters to a word. Examples: 101st, as one word; 1002nd, as two words.

The following signatures are carried free:

1. One signature
2. Two or more members of the same family
- 3. Any two combinations of: firm name, one individual name, title, department, branch, division

Example of extra words: Standard Canning Co., John Smith *and John Brown* (extra words in italics).

Illustration of the Methods of Counting Chargeable Words

Counted as one word:

All political subdivisions (states, counties, townships, cities, boroughs, etc.); as, New Jersey, New York, Salt Lake City.

Geographic names are counted as written:

San Francisco Bay	3 words
Great Salt Lake	3 words
California Valley	2 words

Special abbreviations common to business transactions, such as a.m., p.m., f.o.b., C. O. D., O. K., S. S.

Dictionary words are counted as one word. The hyphen is rarely used in the words *tomorrow*, *today*, *tonight*.

Counted as more than one word:

Initials and names such as G. W. Brown (three words).

Abbreviations for the names of railroads and such names: as, B&O (three words because of the combination of characters). It is common practice to use the following words to indicate railroads:

Bando (B&O RR)	1 word, five letters
Pandle (P&LE RR)	2 words, six letters
Cando (C&O RR)	1 word

Miscellaneous words such as all right, post office, air mail, parcel post, New Year.

It is recommended that all errors made in typing the problems in this budget be erased and corrected.

Solution to Problem. The correct solution to Problem 3, Lesson 160, is given on page 93 of this manual.

Budget XIX—Lessons 161-165

In order to provide a check on the number of errors students are making, it is recommended that the work of this budget be without erasing of errors, except on Exercise 164 where erasing of errors is specifically called for. It will be desirable for students to check the errors and to indicate those that are correctible. In this way students will not feel that they can ignore the errors they make. It is important to give students practice in proofreading their work. For this reason, an unidentified correctible error should probably be sufficient cause for considering the exercise as unacceptable.

Exercise 164. This exercise is to be typed with carbons. The typist should determine who is to get the ribbon copy. In this case the president, Mr. Halcomb, should receive the ribbon copy, and the vice-president, the better of the two carbons.

Chain Feeding Envelopes. Chain feeding envelopes, taught with Lesson 165, is a speed-up device that will increase the production by approximately 30 to 40 per cent. Specifically, one study shows that the ordinary chain feeding of one or two envelopes, in addition to the one that is being typed, will increase production by approximately 33 per cent. In teaching chain feeding, the important thing is to teach an exact pattern of movement so that every movement counts. The textbook gives specific directions for this work. See that the students place the en-

velopes, before they are inserted, within reach of the left hand and that they stack the addressed envelopes face down at the right of the typewriter. This procedure may have to be modified if the typewriter is placed on a pedestal at the side of the desk. The procedure given in the textbook is the most economical of time and motion, and typists who set up this pattern for addressing envelopes increase their production markedly.

Solutions to Problems. Solutions to the problems in Exercises 161, 162, and 163 are given on pages 93 to 101 of this manual.

Budget XX—Lessons 166-170

Erasing should be permitted in this budget. It may be well to check the extensions and the total of the invoice with the student before the invoice is typed. Such a procedure means that the budget of work will be used for teaching and not for testing. Even in copying material, such as the invoice shown as Problem 1, page 226, the student should be asked to check the extensions and the totals. Business workers do not take for granted that such work is accurate; instead they check every detail.

Solutions to Problems. Solutions to Problems 4-10 are given on pages 102 and 103 of this manual.

Budget XXI—Lessons 171-175

It was suggested for the preceding budget that the extensions and the total be checked with the student before the invoice is typed. For the work of this budget it is recommended that each student be instructed to prove his own work. This procedure will give a better indication of student ability to do office work. Erasing should be permitted. Students should be careful to align the material accurately when typing on ruled lines or when typing material to match printed headings, as is necessary with bills of lading, freight bills, checks, etc.

Solutions to Problems. Solutions to Problems 2, 8, 9, 10, and 11 are given on pages 103 and 104 of this manual.

Test No. 9. It is recommended that objective Test No. 9 be used at the end of Instructional Block XIV and that the grade on this test be averaged with the other grades for the block.

INSTRUCTIONAL BLOCK XV

Sections 1 and 2—Lessons 176-185

The methods and procedures suggested for use in this instructional block are similar to the work of other instructional blocks having a like objective. At no time should the student go "all out" for speed and pay no attention to errors. In this speed work, however, the chief goal is the improvement of stroking, and this may mean a temporary increase in errors. The organization of speed-emphasis materials is designed to give maximum improvement when the drive for speed is made, after which the student is led to drop

back in his stroking rate and to center his attention and work upon the development of control.

Improvement in typing usually comes from the separation of the drives for speed and accuracy. The drive for speed will always give the student a higher stroking rate than he can use accurately. When he drops back to bring up his control, he knows he has additional stroking speed that he will not need to use. The very fact that he has greater stroking speed than will be called for will tend to give him a sense of confidence in his work, and this confidence will bring greater accuracy.

INSTRUCTIONAL BLOCK XVI

There are different ways to make duplicate copies. In many offices two, three, or four carbons of each piece of work must be made. It is not infrequent to find most office forms to be typed in triplicate; in fact many offices require that eight or ten copies of every form be typed. For this reason students must learn how to handle carbon efficiently and how to type multiple carbons without loss of time. Tied in with this problem of handling carbons is the problem of erasing. The textbook gives adequate instructions for meeting these problems.

One of the most commonly used methods of duplicating copies is that of stenciling. There are other processes for reproducing copies that are common to many offices, such as the use of the Ditto and the Multigraph.

Budget XXII—Lessons 186-190

Stenciling. It is important that all students understand how to stencil. The typing of the stencil is important, of course, but it is equally important for students to know how to run off the copies. Students will sometimes type the stencil carefully, proofread the copy accurately, and then carelessly run copy after copy without stopping to inspect for uniform distribution of ink and for clear copies (both sides of the paper). A drop of mimeograph ink on the roller will smear the copies and cause them to be unusable.

The instruction on the operation of the duplicating machines should be studied carefully by all of the students. There are many hints on stenciling that will make the work of the students more effective. See that students understand the needed adjustment when more than one piece of paper is automatically fed through. Also show the method of fan-spreading the paper and blowing through the pack to separate the sheets and to keep them from sticking. If the paper sticks to the stencil, teach the students to dust the stencil lightly with talcum powder. These and many other helpful suggestions will be found in the instructions for operating the duplicating machines.

Solutions to Problems. Solutions to Problems 1, 4, and 9 are given on pages 104 to 106 of this manual.

Budget XXIII—Lessons 191-195

Problem 5. In the first printing of the textbook Question 2 in Problem 5 was incorrectly started with the words "It is" instead of "Is it." Students using this first printing of the textbook should be instructed to transpose the first two words in Question 2.

Solutions to Problems. One possible solution to Problem 1 is given on pages 106 and 107 of this manual.

Budget XXIV—Lessons 196-200

The special feature of this budget is the use of interoffice correspondence letterheads. The form of the letterhead may vary with offices, but there is a similarity in the material called for in the heading. Point out to students the omission of the salutation and the complimentary close when the interoffice or interdepartmental form of letter is being used.

If time permits, an additional 5-, 10-, or 15-minute timed writing can be used for the purpose of maintaining skill.

Test No. 10. It is recommended that objective Test No. 10 be used at the end of Instructional Block XVI and that the grade on this test be averaged with the other grades for Instructional Blocks XV and XVI.

INSTRUCTIONAL BLOCK XVII**Budget XXVI—Lessons 201-210**

The work in this block is similar to that found in a day's work in an office. The letters are set in uncapitalized form. The material therefore approximates transcription problems. Students should be reminded that words printed in italics must be underscored when they are typed. Erasing should be permitted in this work, as it would be permitted in office work.

The variety of work encountered in a day at an office is again illustrated by the problems of this budget. Erasing should of course be permitted.

Test No. 11. It is recommended that objective Test No. 10 be used at the end of Instructional Block XVII and that the grade on this test be averaged with the other grades for the block.

Budget XXV—Lessons 201-205

Solutions to Problems. Solutions to Problems 1 and 6 are given on pages 108 and 109 of this manual.

INSTRUCTIONAL BLOCK XVIII**Budgets XXVII and XXVIII
Lessons 211-220**

The tabulated reports included in this block should be checked carefully, two students working on the checking at the same time, one to call and the other to check. This method of checking reports is used in business offices.

The teacher must decide whether to permit erasing or whether to ask for correctible errors to be identified. It is recommended that the errors be corrected, inasmuch as this practice will more nearly conform to good office procedure.

Technique Study, Lessons 211-215. The sentences of the technique study review the principles for expressing numbers. These principles should be stressed when these sentences are used. For convenience in quickly identifying the principles stressed, the following summary is given in the order in which the principles are illustrated in the sentences:

Page numbers should be typed in figures. Use Roman numerals for major divisions and Arabic numerals for minor divisions of books.

When fractional numbers are used as nouns, the hyphen is not used.

The symbol # is used to express number when it precedes figures.

Decimals and percentages are expressed in figures.

Connect with a hyphen a number used as a compound adjective.

Dimensions, weights, distances, and units of measure should be expressed in figures.

The symbols #, ¢, @, and % may be used in statements, invoices, orders, and tabulations.

An isolated number used in the body of a sentence should be spelled in full.

When two numbers immediately follow each other, it is better to spell out the smaller one and to express the larger in figures.

At the beginning of a sentence, spell numbers in full, even when figures are used later in the sentence.

When stating cents, use the figures without the decimal and spell *cents* out.

If several numbers are used in a sentence, type all numbers in figures.

In legal papers, spell out sums of money; write figures in parentheses. Note that if the amount in figures follows the word *dollars*, the figure in the parentheses should be preceded by the dollar sign. If the amount in figures is inserted before the word *dollars*, the figure in the parentheses should appear without the dollar sign.

Even sums of money are typed without the decimal and ciphers.

Spell the hour in full when *o'clock* is used.

Use figures to express time with *a.m.* and *p.m.*

Separate the figure for the hour from the figures for the minutes by a colon or a period.

State the exact age in figures, and use words in stating the approximate age in years.

Centuries are expressed in words.

State house numbers in figures except for house number *One*.

Spell out street names that are numbers up to twelve.

Use *d*, *st*, or *th* when the day of the month stands alone or when it precedes the month.

Problem 3, Lessons 216-220. In the first printing of the textbook, salesman T. I. Langford's territory was incorrectly given as *Eastern* Massachusetts instead of *Western* Massachusetts. Students using the first printing of the textbook should be instructed to change the territory to Western Massachusetts.

Solutions to Problems. Solutions to Problems 1-4 in the exercise for Lessons 211-215 are given on pages 110 to 113 of this manual, and solutions to Problems 1-5 in the exercise for Lessons 216-220 are given on pages 114 to 118.

INSTRUCTIONAL BLOCK XIX

Sections 1 and 2—Lessons 221-230

The emphasis in this instructional block is on the improvement of typewriting skill. As suggested for blocks of similar material, the student should make a drive for raising his stroking rate, then drop back to a somewhat slower rate of typing to provide the opportunity of typing with control. Repetition that is properly motivated will be productive of improved skill, but repetition that is done in an inattentive manner will be ineffective. The student practice of this material has been motivated as much as it is possible to motivate practice by means of the printed page. A more effective motivation will come from the teacher and student discussion of the problem of gaining typing power.

As the work of this block is completed, a careful observation should be made of the typing techniques that need to be reconstructed. Drills can be dictated, or remedial material can be selected for practice. Emphasize the necessity for keeping the hands and arms quiet, for using a quick key stroke and release, and for keeping the carriage moving continuously. These are important techniques.

Test No. 12. It is recommended that objective Test No. 12 be used at the end of Instructional Block XIX and that the grade on this test be averaged with the other grades for Instructional Blocks XVIII and XIX.

PART IV

The use of the title "Work Experience" for Part IV indicates the attempt made through the organization of the typing problems of this part to give students some classroom experience that will be comparable to office experience. Students learn best when they are in a work situation. It is difficult to make a classroom comparable to an office, but this can be approximated through the businesslike organization of work to be done and through special emphasis upon businesslike work habits.

The series of projects given in Part IV should help the students to increase their typing power and to understand the purpose and the method of using a particular business form. The budgets therefore should be considered as good material to be typed in the proper manner but, more, as material through which students can

get instructions in business principles that will aid them in making satisfactory progress after they begin work in business.

Since emphasis is placed upon the businesslike solution of these problems, care should be taken to maintain a businesslike atmosphere in the classroom. Dawdling is a pernicious habit and must not be permitted in class work. Desirable work habits should be outcomes of the study of Part IV, and these desirable habits may prove to be of more value to the students than the added gain in typing skill, important though such gain in skill certainly is.

Correcting Errors. Errors must be corrected in business typing. If an error is made in typing a business letter, it must be erased. Good office management does not permit the waste of time

and stationery that would result from rewriting each letter in which an error is made. Furthermore, a neat correction does not detract from the commercial value of the letter.

A definite plan for erasing and correcting errors on certain budgets and/or identifying all correctible errors in all budget work should be announced to the students. An acceptable correction is one in which the erasing has been clean and the corrected material fits harmoniously with the other material. Papers that have been perforated or made thin by erasures or that contain insertions out of alignment, irregular spacing between letters, or any other defect that would make the typed material unacceptable in a well-organized business office, should be refused. If the most desirable results are to be attained through this typing work, the standards should be those of business as nearly as possible.

Transcription. If problems in transcription are used in connection with the advanced typing work—and such a correlation of work should be planned if it is at all possible—the students should be required to complete their work in school under much the same conditions that they would find in an office. If, when transcribing their shorthand notes, they find that they do not understand what they are writing, they should be allowed to go to the teacher to obtain an explanation of the sentence or to learn the correct word, just as they would go to the dictator in an office. This plan will give the teacher an opportunity to find any trouble and to make necessary suggestions.

Grades on transcription work should be established on the basis of office standards and should depend upon the extent to which the transcript would be satisfactory for actual mailing. If a student hands in an errorless letter on which he has received no help, he should be given credit for the highest grade of work. If his letter contains errors that have been corrected carelessly, or even one typographical error that has not been corrected, it should not be accepted. If the error can be erased, the student should be permitted to erase it, although he should be penalized severely for not having discovered the error and for not having corrected it before submitting his transcript for approval.

Correlation of Typewriting and Transcription. Students often fail to transcribe intelligently because they transcribe words and not

thought. They do not know the meaning of the dictation and, therefore, must rely solely on the shorthand symbols for the accuracy of the transcript. Most teachers believe that accurate transcription is impossible unless the students understand what is being transcribed. There are many shorthand symbols that depend for their accurate interpretation upon the context of the sentence or the paragraph. Likewise, there are many carelessly written shorthand outlines that will confuse the student unless he is transcribing thought that is understood rather than words that appear in his shorthand notes. The inexcusable alibi for poor transcribing is often, "I have it in my notes." To the businessman, it doesn't matter what is in the notes—what is in the transcript is the significant thing.

Transcription must be taught. There is some difference of opinion as to whether it should be taught early in the typing and shorthand experience of the student or after he has developed some considerable facility in handling the typewriter and in writing and reading shorthand. Formerly it was customary to recommend that typewriting be started one semester in advance of shorthand and that transcription be begun with the first lesson of shorthand. Today, many teachers believe that transcription should not be started until the students can type with ease at 30 to 40 words a minute. (One author said no student should start to transcribe until he could type at 60 words a minute; but if that is the typing speed required, many students will not get to transcribe at all.)

No matter what plan of teaching transcribing is used, certain steps are essentially the same. The first point on which there is agreement is that students need to know what they are transcribing if they are to do good work. This implies that transcription must be taught, and most transcription plans provide for the careful study of the notes to be transcribed *before* the student begins work at the typewriter.

Without attempting to set up a definite and complete program for transcription, a few suggestions for correlating that work with the typing exercises in the textbook can be given. Have the students type the letter or other business paper that is to be transcribed the day following the dictation. If the students know that the same letter or other business paper will be used later for transcription, they will pay more attention to the details of spelling, punctuation, paragraph-

ing, and general form. The typing of the exercise will offer a double incentive to proper study of the material to be typed, and the students will work with greater intelligence in planning the typing exercise and, later, in transcribing the dictation from their notes. Transcription of letters forms a large part of the work of stenographers. Students while yet in school should learn how to use with certainty as to exact form all the letter

styles that are in common use. The work of Parts I, II, and III has amply provided opportunity for this mastery of letter styles; but it may be desirable to give a teach-test situation through having students type each style letter from a textbook as a typing exercise and then transcribe the same letter from dictation. If this work is properly co-ordinated, both typing and transcription skill will be improved.

INSTRUCTIONAL BLOCK XX

Budget XXIX—Lessons 231-235

The work of this budget is in a test-teach form. Errors therefore are not to be corrected, but they should be checked by each student. The emphasis through this plan will be upon accurate typing.

Solutions to Problems. The correct solutions to Problems 2, 4, and 5 in the exercise for Lessons 231-235 are given on pages 119 and 120 of this manual.

Budget XXX—Lessons 236-240

A number of variations in the usual form of business letters and report typing are emphasized through the problems of this budget. It is important that students learn to adapt the accepted form of a letter or report to meet the demands of a particular office or the wishes of a particular dictator. For example, some dictators like to use the expression "In Re" instead of the usual form of subject heading. Some dictators even use this expression in the body of a letter. When the expression is used as a subject heading, each word begins with a capital; when the expression is used in the body of a letter, it is typed in small letters except when it begins a sentence. This expression is used in item (c) of Problem 2.

As indicated in item (e) of Problem 2, it is the custom in many offices to have reference initials appear on the carbon and not on the original copy.

Problem 3 calls for the typing of some figures in red. The directions suggest the use of small pieces of carbon paper for the typing of the figures in red on the original as well as on the carbons. Care must be taken to avoid smearing the page when these small pieces of carbon are used. Likewise, the stenographer must be

cautioned to make certain that all such pieces of carbon are removed before typing is continued. If red carbon is not available for this work, the student can underscore the figures that should appear in red and can add an appropriate footnote reference.

The signature line is usually omitted when the closing lines include an official title. In item (d) of Problem 4, however, the signature line is called for. The title is placed immediately below the signature line.

All of the special features of this budget are representative of variations in office forms. The students should be taught that the beginner in an office must expect many variations in form. If beginning workers have been trained to expect modifications in accepted forms, they will make many occupational adjustments with greater ease when they first go to work in business.

Solutions to Problems. The solution to Problem 3 in the exercise for Lessons 236-240 is given on page 120 of this manual; a note on Problem 5, on page 121.

Budget XXXI—Lessons 241-250

All errors in the exercises in this budget should be corrected before the work is handed in.

The conservation of office supplies becomes a matter of major importance in large offices. In times of scarcity of goods, the conservation of supplies becomes of imperative and immediate importance to all. The suggestions for the use of carbon paper and typewriter ribbons, for example, given in Problem 1, should be followed in classroom work. Note, too, the suggestion for typing the second-page carbon of a two-page letter on the back of the first page. This is the practice of many offices, although it is not uniformly used in all office work.

Style Letter No. 12 illustrates the modifications of form to take care of the placement of a very long letter on one page. Notice the placement of the reference notation on the line with the typed signature. With a shorter letter than that shown, the reference initials would be placed two spaces below the typed signature line and the notation of the amount due would be typed two spaces below the reference initials. Modifications in form are desirable when such modifications can acceptably provide for the typing of a long letter on one, instead of two, pages.

Fill-in work is of considerable importance. The problem involves a matching of type and color of ribbon and the accurate aligning of the inserted material. Careful workers can usually complete fill-ins so that the reader is scarcely aware of the fact that the letter is a form letter and not an individually typed personal letter. The student should develop his skill to the point where he can complete 80 to 100 fill-ins an hour.

The production rate on this type of work will vary with the number of lines to be filled in. Some fill-in work does not require the salutation, for example, whereas other fill-ins call for the date, the inside address, and the salutation. It is expected that the production on this type of work will be somewhat lower than that in envelope addressing.

Supplementary Work. The four paragraphs for supplementary work provide desirable practice materials for those students who complete the assigned work ahead of time. The content of the paragraphs should be noted by the students, as each paragraph deals with some phase of occupational adjustments of beginning office workers.

Test No. 13. It is recommended that objective Test No. 13 be used at the end of Instructional Block XX and that the grade on this test be averaged with the other grades for this block.

INSTRUCTIONAL BLOCK XXI

The typing of legal documents calls for an understanding of legal terminology and the specific forms used in legal work as well as for considerable straight-copy typing skill. Precise manipulation of the machine in the alignment of materials with printed copy is frequently necessary. Through the work of this instructional block students should get an understanding of the importance of legal documents and the necessity for being exact in typing them. It is not the purpose of this limited work to give typing students complete training for legal typing; that objective would call for the use of far more time than is usually available in a general course in typewriting. An awareness of the problems involved in and some practice in the typing of legal forms can be provided through the three budgets included in this instructional block.

Students frequently ask if they are permitted to erase in the typing of legal documents. An affirmative or a negative answer cannot be given to such a question, for whether a student is to erase or not must be determined by the nature of the work that is to be typed. For example, in typing a will, a misspelled word in ordinary context would certainly be erased and corrected. The incorrect typing of a sum of money mentioned in a will, however, would not be erased but would call for the recopying of the entire will, inasmuch

as an erasure might be called in question when the will is presented in court. Similarly, the initials of the name of a person mentioned in a will should not be erased, because the change of even one of the initials might change the beneficiary of the bequest. There are times, therefore, when legal documents would have to be retyped because certain kinds of errors are made by the typist. The illustrations given above are sufficient to indicate to the student the importance of accuracy in typing all material, and particularly in typing legal documents.

An item of more importance than whether to erase or not to erase in legal work is that of careful proofreading of every piece of work that is typed. The importance of checking every piece of work typed cannot be overemphasized. In offices many legal briefs, pleadings, etc., are read twice after they are typed as a means of preventing possible errors from appearing in documents to be presented to the court.

Endorsing Documents. The teacher should supplement the discussion in the textbook by a demonstration of the folding, endorsing, and binding of legal documents. If possible, some old legal papers may be brought to class so that the students may see the setup used, the method of binding and endorsing, and the notations made on the backing sheet.

Budget XXXII—Lessons 251-255

The problems in this budget include a sampling of the material prepared in law offices in connection with probate work. Specific directions are given for the typing of each problem.

In Problem 1 the penwritten will is not supposed to be a holographic will, which would necessarily be written in the handwriting of the testator, signed by him, and properly witnessed. The will in this problem was drawn up by an attorney who wrote it in longhand and turned it

over to his stenographer for preparation in the proper form for signing.

It is the practice of some legal firms to have a will typed on a continuous sheet of paper so that insertions or changes cannot be made through the substitution of one sheet for another.

The illustration below shows the form for typing the attestation clause with the lines for the signatures of the witnesses. Laws of different states vary in the requirement of the number of witnesses to a will.

Signed, sealed, published and declared as and for his last will and testament by Robert A. Kunkel, the above-named testator, in the presence of us, who, at his request and in the presence of him and of each other, have subscribed our names hereto as witnesses on the day and year last aforesaid.

_____, residence _____

_____, residence _____

Printed forms for Problems 2, 4, and 5 are included in the workbook. One of the chief difficulties in preparing these forms is the proper alignment of type on the blank lines. The type should be set as close to the line as possible, and the students should be cautioned to see that the paper is absolutely straight in the machine. In typing these forms it should be pointed out to the students that they are not to type from the small illustrations. These are given only for the purpose of showing students how the forms may be arranged. Also, call the attention of students to the fact that in the textbook the material in each problem that is to be typed on the printed form is indicated by bold-face type.

Budget XXXIII—Lessons 256-260

The legal documents included in this budget are a few of the more common forms that are drawn up almost daily in the majority of law offices. Stress the importance of correct placement of the material on the paper; in other words, all legal documents are to be as neat and

as attractive in appearance as possible. A brief discussion of each form can well be permitted in order that students may become more familiar with legal terminology and with the purpose for which each form is used. Although students do not learn to type from talking about typing, learning about related problems is also a desirable outcome of the course.

If students complete the budget of work ahead of schedule, they can be asked to write some additional explanation of the forms used in the budget. For example, students might well look up further information on contracts. Contracts are entered into by individuals as well as companies. Some interesting illustrations of how the phraseology used in contracts has caused courts to declare them void can be found in almost any textbook on business law. Similarly, additional information of personal interest to students can be written up dealing with deeds (warranty and quitclaim), bills of sale, powers of attorney, etc. An assignment of this kind can be made for home study, followed by a composition at the typewriter from the home-study notes.

This will be a desirable typewriting activity and will tend to make the exercises of this budget more meaningful by tying them up with the course in business law.

Blank forms are provided in the workbook for the first five problems in this budget.

Budget XXXIV—Lessons 261-265

The problems in this budget are a continuation of the problems contained in the preceding budget.

In discussing Problem 2, stress the importance of accurate typing of the land description. If it is possible, have the students check their typewritten description by reading and checking the description in pairs. Many lawsuits have been instituted because of the incorrect typing of a land description, and typists in law offices are always cautioned to be especially accurate in their

typing of such descriptions and to proofread very carefully their finished work.

Problems 4 and 5 are examples of legal pleadings. The caption shown in Illustration No. 96 is one form that may be acceptable; however, it should be called to the students' attention that this is not a standard form used in all law offices. Frequently, too, a court may adopt a certain form that it prefers and may require all pleadings that are filed with it to follow that particular form. All captions contain virtually the same information even though their arrangement may vary slightly.

Blank forms are provided in the workbook for the five problems in this budget.

Test No. 14. It is recommended that objective Test No. 14 be used at the end of Instructional Block XXI and that the grade on this test be averaged with the other grades for the block.

INSTRUCTIONAL BLOCK XXII

Section 1—Lessons 266-270

Throughout Part IV relatively little emphasis has been given to stroking improvement except as this would be the natural outcome of the typing of problems assigned for daily work. In this instructional block materials and procedures that are similar to those used in preceding blocks organized for improvement practice are used. The similarity of materials and procedures makes it unnecessary to have lengthy comments on how to handle portions of the daily lesson, such as conditioning practice, calling the throw, and timed writings.

The one different procedure recommended for this block is called "Speed Progression." In preceding work, progression has been on the basis of accuracy, whereas speed progression used in this instructional block is on the basis of meeting certain speed goals. The directions for the speed progression suggest that the student be guided by the quarter-minute call. This is an excellent device for use with students who need a quick and intensive drive for the reconstruction, maintenance, or improvement of their stroking rate. In all such work the shift from speed to easy control should be made just as soon as the student begins to feel hurried, or as soon as he evidences excessive muscular tension. Every drive for speed must make use of right techniques of practice and right mind-set. Improvement that stems from

any other base must necessarily be haphazard and impermanent.

Section 2—Lessons 271-275

Errorless Paragraph Typing. This work will not be timed. Students should be made to understand that they should work with the same intensity of effort as when they are timed. In arraying the students for the purpose of determining their relative standing and therefore their grade for the section, use the total points earned in the errorless paragraph typing. Array the total scores from highest to lowest; count the total number of students for whom scores are listed; and then mark off the top fourth for the *A* grade, the second fourth for the *B* grade, the third fourth for the *C* grade, and the lowest fourth for the *D* grade. Under this marking scheme no student will fail. The only exception to this should be in the case of a student who is an obvious loafer and whose production is so low that his total points earned is far below the next lowest total score.

Remedial Work. To be effective, corrective drills should be selected to meet a known need. If corrective drills are used for class unison typing, they tend to be of less help to the individual student even though they may be of considerable value to the whole class. As a rule,

therefore, remedial work should be selected by the student or suggested by the teacher. In every case, however, the student must understand how the corrective drills are to be typed—whether the typing is to be on the stroke level or the word level; whether emphasis is on rhythmic and con-

trolled typing; or whether the typing should be for improvement in stroking a word or phrase. The expected outcomes from the use of the drill materials and procedures must also be known. This is particularly important if students are to get maximum growth from this practice.

INSTRUCTIONAL BLOCK XXIII

Budget XXXV—Lessons 276-280

In connection with the work of this block it may be desirable to take some time out of an occasional class period to discuss job standards, personal qualities necessary for success, and the techniques of applying for a position. Some teachers have found it profitable to have the class select two or three capable students to go out on an interview and then to report their experiences to the class. Students can be assigned the additional problem of preparing an answer for an advertisement in a newspaper.

More and more businesses are employing workers on the basis of tests. True, in times of great business activity and a corresponding scarcity of trained office workers, employment tests play a smaller part in hiring than at other times when there are plenty of office workers from whom a selection can be made. In teaching this instructional block, it is important to emphasize the necessity for the student to be adequately prepared before he applies for a position. Adequate preparation implies the ability to demonstrate competence in the skills needed for the position, the knowledge of correct dress for office

wear, some definite plan for the interview, and a knowledge of the work materials that an applicant should take with him when going on an interview for a position. For example, when a stenographer applies for a position, she should take with her a notebook, pen or pencils, and an eraser. She can expect the office to furnish her with stationery, carbons, and other office supplies.

In doing the work of this instructional block, the students should be instructed to correct all correctible errors. In this connection let the students use a good grade of bond paper if this is at all possible. Erasing on bond paper is a vastly more difficult problem than erasing on the cheap grade of paper generally used in typewriting classes.

Solutions to Problems. The correct solutions to Problems 1 and 2 in the exercise for Lessons 276-280 are given on pages 121 and 122 of this manual.

Test No. 15. It is recommended that objective Test No. 15 be used at the end of Instructional Block XXIII and that the grade on this test be averaged with the other grades for Instructional Blocks XXII and XXIII.

INSTRUCTIONAL BLOCK XXIV

The government has employed thousands and thousands of office typists and stenographers. Civil service test requirements have been modified from time to time, but minimum standards have been set and tests are administered for the purpose of aiding in the selection of competent office workers. The materials given in this instructional block are similar to some of the materials used in civil service tests. In addition to the materials such as the problems in the textbook, civil service tests include sections on spelling, word usage, and other phases of the measures of general intelligence. As a rule, civil service tests tend to be a little more difficult in wording than the usual business employment tests. This may

be because many of the civil service tests use terminology that is not met very frequently in the classroom.

Budget XXXVI—Lessons 281-285

The problems of this budget illustrate many variations in forms and office procedures, such as the typing of four to eight carbons of each piece of work and the omission of identifying notations from the original copy.

The material in the accuracy-speed typing in Lessons 281-285 is more difficult than the material in most classroom typing tests. Note the emphasis that is placed on accuracy in the civil

service method of grading given at the end of the test. As is explained on page 24 of this manual, if the tests are graded according to the civil service method, the final grades should be established by arraying the scores, with the highest at the top and the lowest at the bottom, and then dividing the list into quarters for the *A*, *B*, *C*, and *D* grades.

Solution to Problem. The correct solution to Problem 5 in the exercise for Lessons 281-285 is given on page 123 of this manual. In typing this problem the leaders may be omitted entirely; but if the leaders are not omitted, they must be typed with a space between the periods.

Budget XXXVII—Lessons 286-290

After the completion of Budget XXXVII students can profitably spend whatever time is available in making up a style pamphlet using selected materials on points of technical English, information on the letter styles, and other material that will be helpful to the beginning office worker. Such a style manual should also include the listing of a number of reference books, such as *Standard Handbook for Secretaries*, by Lois Irene Hutchinson; *A Manual of Style*, published by the University of Chicago Press; *College Handbook of Composition*, by Woolley and Scott; the *United States Government Printing*

Office Style Manual; and *Webster's New International Dictionary*.

The recurring emphasis on the reconstruction, maintenance, and improvement of stroking rate should be continued as long as students are scheduled for typewriting. Between these periods of special improvement practice, student thought and effort are centered upon meeting production standards in typing office work. The textbook has much material that can be used for additional speed and/or control drives. Some of the pages on which this material will be found are listed below.

Control-Drill Paragraphs, Budget XIV, Lessons 126-130

Instructional Block XII, Lessons 141-145

Instructional Block XV, Lessons 176-185

Instructional Block XIX, Lessons 221-230

Instructional Block XXII, Section 1, Lessons 266-270.

Solutions to Problems. The correct solutions for the problems in this budget are given on pages 124 to 127 of this manual.

Test No. 16. It is recommended that objective Test No. 16 be used at the end of Instructional Block XXIV and that the grade on this test be averaged with the other grades for the block.

SOLUTIONS TO TEXTBOOK PROBLEMS

There are numerous problems that require students to insert punctuation, to divide words into syllables, to arrange tabulations attractively, or to prepare solutions of other kinds that differ from the original copy. In order to assist a teacher in correcting such problems quickly, solutions to all such problems are given in the following pages of this manual.

PART I

INSTRUCTIONAL BLOCK III

Page 51, Lesson 28, Problem Typing

1. He said, "There is work to be done."
2. Harry's employer paid for four days' work.

Page 53, Lesson 29, Problem Typing

1. You must think! and work!
2. Write the check for \$200.
3. Meet me at 10:30 p.m.

Page 56, Lesson 32, Syllabication Checkup

BELL RINGS ON THE TYPING OF THE FIRST LETTER OF EACH WORD

- | | |
|--------------|-------------------|
| 1. busi-ness | 6. stress-ing |
| 2. alone | 7. com-mercial |
| 3. very | 8. pos-session |
| 4. learned | 9. ref-erence |
| 5. sepa-rate | 10. reg-istration |

BELL RINGS ON THE TYPING OF THE THIRD LETTER OF EACH WORD

- | | |
|----------------|--------------------|
| 11. relaxed | 16. stopped |
| 12. begin-ning | 17. mate-rial |
| 13. accu-rate | 18. knowl-edge |
| 14. con-trol | 19. approxi-mately |
| 15. atten-tion | 20. attrac-tive |

Page 58, Lesson 33, Syllabication Checkup

BELL RINGS ON THE SECOND LETTER

- | | |
|--------------|----------------|
| 1. ques-tion | 6. stu-dents |
| 2. with-out | 7. prac-tice |
| 3. lazy | 8. pos-sible |
| 4. edu-cate | 9. gradu-ation |
| 5. bluff-ing | 10. neigh-bor |

BELL RINGS ON THE THIRD LETTER

- | | |
|----------------|-----------------|
| 11. returned | 16. addi-tion |
| 12. plan-ning | 17. cor-rective |
| 13. excelled | 18. impulse |
| 14. along | 19. learned |
| 15. receiv-ing | 20. deter-mine |

Page 61, Lesson 35, Syllabication Checkup

BELL RINGS ON THE THIRD LETTER

- | | |
|-----------------|----------------|
| 1. deter-mining | 6. refer-ring |
| 2. gradu-ate | 7. ques-tion |
| 3. cler-ical | 8. selec-tion |
| 4. divi-sion | 9. express-ing |
| 5. couldn't | 10. prop-erly |

BELL RINGS ON THE FOURTH LETTER

- | | |
|--------------------|-----------------|
| 11. control-ling | 16. forget-ting |
| 12. expressed | 17. repe-tition |
| 13. sports-manship | 18. acquir-ing |
| 14. crip-ple | 19. busi-ness |
| 15. mentioned | 20. sepa-rated |

The word cler-i-cal presents an interesting problem. Although the second syllable is a one-letter syllable, which is usually written on the first line, the termination "ical" is not broken, in accordance with Rule 2, given on page 61.

Page 63, Lesson 36, Problem Typing

1. Joe paid \$50 for his suit and 75 cents for a tie.
2. I read the book Power Typing.
2. I read the book ^{or} POWER TYPING.
3. Did he say, "You type well"?

Note that two solutions are given for problem 2. Either should be accepted as being correct.

INSTRUCTIONAL BLOCK IV (Budgets I to IV)

Page 69, Exercise 46, Rough Draft

MIRRORS

I have seen mirrors of rare beauty. In the cool, clear water of Baxter's Creek that ran at the foot of the hill just below our house, I have seen mirrored, in inverted fashion, the trees swaying lazily overhead. In the ballroom of the William Penn Hotel, walls of mirrors catch gleams of pure diamondlike beauty from the prisms of the chandeliers. A few books that mirror life and reflect something of great understanding and great love are now mine. I know, too, an old man whose quiet eyes mirror the richness of a life well lived and the eager interest of a soul who views his numbered days without fear. Yes, I have seen mirrors of rare beauty.

Page 79, Lesson 51, Reconstruction Practice

BELL RINGS ON THE FIRST LETTER

- | | |
|------------------|-----------------|
| 1. dif-ficult | 7. prod-uct |
| 2. pos-sible | 8. wouldn't |
| 3. ability | 9. cler-ical |
| 4. quan-tity | 10. gradu-ation |
| 5. require-ments | 11. upon |
| 6. worker | 12. plan-ning |

BELL RINGS ON THE FOURTH LETTER

- | | |
|-------------------|------------------|
| 13. conquered | 20. diffi-culty |
| 14. require-ments | 21. possi-bility |
| 15. subjec-tion | 22. expressed |
| 16. posses-sion | 23. medical |
| 17. expres-sion | 24. forget-ting |
| 18. control-ling | 25. refer-ring |
| 19. mentioned | |

Several of the words in this list present interesting problems. They are:

3. A-bil-i-ty. It is not desirable to divide this word. The division can not be made after the first syllable because a one-letter syllable at the beginning of the word must not be separated from the rest of the word. It should not be made after the second syllable because that is followed by a one-letter syllable which should be typed on the first line rather than on the second. It should not be divided after the third syllable because that is followed by a two-letter last syllable, which should not be divided.
5. Re-quire-ments. This word might be divided after the first syllable. It is permissible, although not desirable, to divide a two-letter syllable at the beginning of the word from the rest of the word. On page 146 of the textbook the principle is given: "Avoid separating a two-letter syllable at the beginning of the word from the rest of the word."
6. Work-er. This word should not be divided. Students are instructed to avoid dividing a word with six letters. Furthermore, a final syllable of only two letters should not be written on a separate line. This rule is not given in the textbook, but it is rather obvious because a hyphen requires one space and, there-

fore, typing a two-letter syllable on a second line would save only one space in the first line.

9. Cler-i-cal. Although the second syllable is a one-letter syllable, which is usually written on the first line, the termination "ical" is not broken, in accordance with Rule 2, given on page 61.
23. Med-i-cal. Although the second syllable is a one-letter syllable, which is usually written on the first line, the termination "ical" is not broken, in accordance with Rule 2, given on page 61. The word is therefore not divided.

Page 80, Lesson 53, Reconstruction Practice

COURSES IN COMMERCIAL EDUCATION

Business English

Junior Business Education

Economic Geography

History of Commerce

Commercial Law

Economics

Salesmanship

Business Organization

Commercial Arithmetic

Bookkeeping

Typewriting

Shorthand

Office Practice

The dotted line indicates the centering point for all lines. Of course, it will not be shown on the student's solution. Since a centering point of 42 for pica type, or 50 for elite type, is slightly to the left of the exact center, the extra space, whenever the number of spaces is not even, is placed on the right side.

Page 86, Lesson 57, Reconstruction Practice

BELL RINGS ON THE TYPING OF THE
FIRST LETTER OF EACH WORD

- | | |
|----------------|------------------|
| 1. com-prehend | 7. gained |
| 2. pos-session | 8. situ-ation |
| 3. around | 9. por-tion |
| 4. ques-tions | 10. super-ficial |
| 5. knowl-edge | 11. enough |
| 6. neatly | 12. fash-ion |

In the discussion of this problem, it might be desirable to call to the specific attention of the students the following:

6. Neat-ly, and 22. In-struct-ed. These words should not be divided because a two-letter

BELL RINGS ON THE TYPING OF THE
FOURTH LETTER OF EACH WORD

- | | |
|------------------|----------------|
| 13. infor-mation | 20. programs |
| 14. super-ficial | 21. adjourned |
| 15. exami-nation | 22. instructed |
| 16. control-ling | 23. tenta-tive |
| 17. forget-ting | 24. secre-tary |
| 18. condi-tions | 25. preced-ing |
| 19. commer-cial | |

final syllable should not be separated from the rest of the word.

10. Su-per-fi-cial. This word may be divided after the first syllable. It is permissible, although not desirable, to divide a two-letter syllable at the beginning of a word.

Page 86, Lesson 58, Exercise 58

The following solution is satisfactory for this problem. Students should not be penalized, however, if they make reasonable variations in the arrangement, because they were told to type the work as they would want it to appear in their personal work.

CHEMISTRY NOTES

DEFINITION: The science that treats of the composition of matter and the changes that occur in the composition of a substance.

HISTORY: As an exact science, chemistry is scarcely more than a hundred years old; yet its history stretches back into very remote antiquity, for the recognition of chemical phenomena and the accumulation of chemical facts began at an early stage in the development of human intelligence.

INORGANIC CHEMISTRY: The oldest division of chemistry is known also as mineral chemistry. It deals with all the elements, except carbon, and their compounds.

ORGANIC CHEMISTRY: Essentially the chemistry of carbon compounds including those complex substances that characterize living organisms, though, on the other hand, the simpler combinations of carbon, such as the oxides, carbonic acid and its derivatives, the sulphides, etc., are generally treated under inorganic chemistry.

Page 89, Lesson 60, Exercise 60

No specific directions are given for the double spacing of the first paragraph and the single spacing of the numbered paragraphs. The form given below is desirable, but students should not be penalized if they have single-spaced the first paragraph.

HOW TO ERASE

When you are typing work that is to be marked for mistakes, erasing is not permitted. When you are typing material for your personal use, neat erasures are acceptable. Retyping wastes time and supplies. The efficient worker strives for a usable first copy. When errors are made, however, they must be corrected. Skill in making corrections will help to offset loss of time.

Study carefully the following steps in erasing:

1. Move the carriage to the right or the left before erasing. This will prevent erasure waste from falling into the typewriter mechanism.
2. Use an eraser shield to protect the writing that is not to be erased.
3. If the erasure is to be made on the upper two-thirds of the paper, turn the cylinder forward. If the correction is to be made on the lower third of the paper, turn the cylinder backward so that the proper alignment of the type will not be disturbed. (You will have to use this "back-feeding" in correcting manuscripts bound at the top.)

Page 91, Lesson 61, Exercise 61

The following solution is only a suggested one. The student may solve this problem in an entirely different manner, since he is told to type the material in the form he considers most readable and appropriate. A change in form from this solution should not be penalized.

--1--

400 yds. @	8 1/3¢	= \$	33.33
843 yds. @	66 2/3¢	=	562.00
747 yds. @	16 2/3¢	=	<u>124.50</u>
			\$719.83

--2--

560 lbs. @	43 3/4¢	= \$	245.00
424 lbs. @	62 1/2¢	=	265.00
248 lbs. @	56 ¢	=	<u>138.88</u>
			\$648.88

--3--

108 bu. grass seed @	\$3.16	=	\$341.28
240 bu. cottonseed @	.87	=	208.80
265 bu. flaxseed @	1.33	=	<u>352.45</u>
			\$902.53

The student should correct the second and third items and the total of Problem 1; all the items and the total of Problem 2; and the second and third items and the total of Problem 3.

Page 93, Lesson 63, Exercise 63

In this exercise, the centering point for pica type is 27 and for elite type, 33.

INSTRUCTIONAL BLOCK V (Budget V)

Page 96, Lesson 65, Reconstruction Practice

The dotted line indicates the centering point for all lines. Of course, it will not be shown on the student's solution. Since the centering point is slightly to the left of the exact center, the extra space, whenever the number of spaces is not even, is placed on the right side.

VALUABLE TRAITS FOR SECRETARIES

Accuracy

Responsibleness

Dependability

Intelligence

Courtesy

Initiative

Judgment

Tact

Personal Pleasantness

Personal Appearance

Interest in Work

Speed

Reticence

Adaptability

Businesslikeness

Neatness

Memory

Good Breeding

Poise

Self-confidence

Page 103, Lesson 69, Reconstruction Practice

1. He read the article "Speedy Fingers."
2. They quoted a price of 9 2/3.
3. She said something like "tense muscles cause errors," didn't she?
4. Our train will get in at 6:48 p.m.
5. He read the book Power Typing.
5. He read the book ^{or} POWER TYPING.
6. Joe's train arrives at ten o'clock.

Two solutions, either of which is acceptable, are given for sentence 5.

PART II

INSTRUCTIONAL BLOCK VII (Budgets VI to X)

Page 114, Lesson 77, Reconstruction Practice

Each of the parts of this reconstruction practice is independent, and, therefore, the space between the parts should not be considered.

1.

3648 Brighton Avenue
Portland, Oregon
December 15, 194-

2.

Mr. Jackson W. Martin
217 Norton Road
Seattle, Washington

3.

Dear Mr. Martin:

Page 116, Lesson 78, Reconstruction Practice

1. sepa-rate
2. couldn't
3. stop-ping
4. bluff-ing
5. occur-rence
6. punc-tuality
7. refer-ring
8. controlled
9. condi-tionally
10. posses-sion

Observe that in this reconstruction practice the student is instructed to center the column horizontally on the page. For the first four words, the bell rings on the typing of the first letter; on the next three, on the third letter; and for the last three, on the fourth letter.

Page 130, Lesson 89, Exercise 89

September 21, 1942.

Mr. Bud Roswell,
Sulphur,
West Virginia.

Dear Mr. Roswell:

It has occurred to me that some of your friends would like to know of a place where they can take their radios with full assurance that repairing will be done carefully and expertly. Won't you tell them about the Radio Shop?

A great many people do not know that a force of expert radio servicemen are on duty day and night here. You can help spread the "good news."

Once the services of this shop can be proved to your friends, they will thank you for the tip. I assure you that your help will be much appreciated by me.

Yours very truly,

Manager

DTD:EJS

Page 134, Lessons 91-95, Exercises

For the ten letters in these exercises, students may choose from style letters 3, 4, 5, and 6 for the styles to be used. Observe, however,

that only two styles are to be selected. Letters 1, 2, 3, 4, 5, and 8 are to be in one style and letters 6, 7, 9, and 10 in the other.

Page 138, Lessons 96-100, Exercises

The ten or more letters to be written in this group of exercises may be written in any suitable style. The letters differ from the form letters in the following details:

1. Paragraph 3. The last words of the paragraph should read "the past three months." This change is not given definitely, but it is implied by the change that is given for the last paragraph.

Paragraph 5. "During the past two months" is changed to "during the past three months."

Postscript. The amount due is \$46.20.

2. No changes.
3. Paragraph 1. The amount due is changed to \$115.85.
4. The letter is addressed to Miss Shelby.
Paragraph 1. The amount due is changed to \$29.
5. The letter is composed of the following: the first two paragraphs of Letter No. 6, page 135, except for the omission of the last sentence of the second paragraph; the next-to-the-last paragraph of Letter No. 7, page 136; and the last two sentences of Letter

No. 6, page 136, typed in a separate paragraph.

6. Paragraph 1. "Three months" is changed to "five months."
7. Paragraph 1. The balance is changed to \$72.35. The last paragraph of Letter No. 7, page 136, is added in a separate paragraph.
8. Paragraph 1 is the first paragraph of Letter No. 9, page 136. The second paragraph is the last paragraph of Letter No. 6, page 136, with the omission of the second sentence of that paragraph.
9. No changes. The first printing of the text did not give the address for this letter. Students should be told to use the address, 2519 Salem Street, Nashville, Tennessee.
10. This letter is a combination of the first paragraph of Letter No. 8, page 136, plus the last sentence of the first paragraph of Letter No. 7, page 136, with the omission of the statement of the amount due; the second paragraph of Letter No. 7; and closing the letter with the last paragraph of Letter No. 6, page 136. The letter has three paragraphs. The amount due in the first paragraph is changed to \$29.65.

INSTRUCTIONAL BLOCK IX (Budgets XI and XII)

Page 147, Lesson 111, Problem Typing

For your convenience in noting where changes have been made, the copy at the point of change is underlined.

There may be a question about whether the word *Section* in the second sentence should be capitalized and whether the section number should be indicated by an Arabic or Roman numeral. On page 122, the rule is given: "Use Roman numerals for major divisions. Minor divisions, such as a section, may be capitalized or typed in small letters." It will be observed,

however, that in this case *Section* follows immediately after *Volume* and, therefore, probably is a major division, perhaps even superior to the chapter division. For this reason, *Section* may be capitalized, and a Roman numeral may be used; but a student should not be penalized if he uses the capital and an Arabic numeral, or if he uses a small letter and an Arabic numeral. The combination of a noncapitalized *section* and a Roman numeral would not be acceptable.

We appreciate your check for \$25, but you still owe us \$105.

They found the quotation in Volume V, Section 4, pages 210-213.

They found the quotation in Vol. V, ^{or} section 4, pages 210-213.

Tom used 95 three-cent stamped envelopes and 130 two-cent stamps.

We ordered 48 books on economics, 6 on history, and 72 on English.

Thirty-eight stamped envelopes were used. I shall need 28 more stamps.

Page 148, Lesson 112, Exercise 112

The directions do not specifically call for double spacing, but the card should be double spaced as it is most attractive when in that form. If, however, students arrange the material satis-

factorily with single spacing, they should not be penalized. It will be observed that students are instructed specifically to triple-space before and after the line announcing the speaker.

RAND HIGH COMMERCIAL CLUB LUNCHEON

Regis-Plaza Hotel

Saturday, April 4, at 12:30 p.m.

Speaker: JUDGE WOODROW WILKINS

Make Reservations with Tom Beckert

492 Marsh Street

Page 148, Lesson 112, Problem Typing

In the last line, the title of the book may be underlined or may be written in all capitals.

I have read both the article "Conquest" and the article "The Goads."

He said, "Is this very good work?" Did he say, "This is good work"?

Mr. Mumford wrote, "Have you read the article 'Our Life's Inner Urge'?"

I have read the book Market-Wise, but not the article "Big Swindles."

I have read the book MARKET-WISE, but not the article "Big Swindles."

Page 149, Lesson 113, Exercise 113

The three pages of copy will, when the sheet is opened, appear as follows. The dotted line indicates where the sheet should be creased.

Demi Tasse Burroughs

Cakes a la Elite

Electromatic Frozen Pudding

Assorted Remington Rolls

Sunstrand Salad

Woodstock Potatoes

Monroe Green Peas

Royal Roast Chicken

L C Smith Relishes

Consomme Underwood

M E N U

RAND HIGH COMMERCIAL CLUB

LUNCHEON

Regis-Plaza Hotel

Saturday, April 4, 12:30 p.m.

P R O G R A M

Toastmaster: James Owen Corley

Greetings: Principal Joe E. Roberts

Songs: Commercial Club Quartette

Address: Judge Woodrow Wilkins

INSTRUCTIONAL BLOCK X (Budgets XIII and XIV)

Page 165, Lesson 122, Exercise 122

TRAIT ANALYSIS

What are the factors that affect success in business?

A study of the causes of failure indicates that more workers fail because of lack of desirable traits than because of lack of skill. If one is to be a successful stenographer, typing skill is needed; so is skill in taking and transcribing dictation. Even with these skills, though, many stenographers fail to achieve outstanding success in their work. Why? Frequently the difficulty is caused by a lack of the personal traits that make for success.

One study of secretarial duties and traits was made by Charters and Whitley. A part of the study deals with personality as a factor in the success of the secretary. The following quotation will help you to understand how the data for this study were gathered:

A considerable number of employer interviews were held in order to find the secretarial qualities in which employers are especially interested, the things that secretaries do which please employers or particularly irritate them, the reasons for discharge, the qualities in which employers would like to improve their present secretaries, and so on.¹

From the analysis of the reports of these interviews, traits were determined. In order to define what these traits mean, the

1. Charters, W. W., and Whitley, Isadore B., Summary of Report on Analysis of Secretarial Duties and Traits, National Junior Personnel Service, Inc., New York, 1924, p. 46.

list of suggestive trait-actions given in the study is used as a means of focusing attention in classroom work upon the actions that express the traits. Build these trait-actions into your daily work habits.

ACCURACY

(Ranked first by 86 per cent of the employers interviewed)

The first trait is accuracy. Accuracy in typing is not enough, important though it is; you must be accurate in work habits, too.

Suggestive Trait-Actions

The secretary

1. Does not make mistakes in typing.
2. Does not make mistakes in computing.
3. Spells and pronounces names of people correctly.
4. Pays attention to details.
5. Files material under the proper heading.
6. Does not make mistakes in keeping records and data.
7. Gets the exact information asked for.
8. Does not lose papers.
9. Does not make mistakes in transcribing dictation.
10. Does not guess when information is desired.
11. Sees that every letter is perfect before it goes out.
12. Checks all work.
13. Does not send out a letter unsigned.
14. Does not make mistakes in proofreading.
15. Checks names, dates, and figures when copying written material.
16. Does not let letters go out unstamped.
17. Never places the wrong address on a package.¹

1. Ibid., pp. 48 and 49.

Page 169, Lesson 124, Correct It As You Go

For your convenience in noting where errors occur, the points at which corrections have been made are underlined in this copy.

LOVING CARE

For the first sixteen years of my life, I have had all the loving care one could possibly have. True, I have not had an attendant at my beck and call each hour of the day, but the up-to-date accommodations in our home have made this unnecessary.

I am called in the morning--not once or twice, but repeatedly until I give evidence that I am truly at the task of getting ready for breakfast. I sit down to a well-cooked and well-served breakfast. And when I come home at the end of the school day, I am always asked to tell the incidents of the day and thus I am given a glorious opportunity to play up my achievements and to gloss over my failures. I live in an atmosphere of loving care--and I like it all right, too!

INSTRUCTIONAL BLOCK XI (Budgets XV and XVI)

Page 177, Lesson 131, Problem 2

The analysis of this problem is given on page 177 of the textbook.

WORD STUDY

Thirty Spelling Demons

accommodation	acquaintance
beginning	benefit
choose	committee
dependent	efficiency
equipped	extension
financial	government
hoping	immediately
laboratory	manufacture
necessary	noticeable
occasionally	occurred
omitted	possessive
referring	secretary
successful	superintendent
swimming	therefore
thorough	undoubtedly

Page 178, Lesson 132, Problem 1

ANALYSIS OF PROBLEM

TOP AND BOTTOM MARGINS		PICA TYPE		ELITE TYPE
Total spaces available	33	Total spaces available	85	100
Spaces required	19	Spaces required:		
Total spaces in margins	14	By first column	21	
Spaces in each margin ($14 \div 2$)	7	By second column	18	39
		Total spaces in margins and between columns	46	61
		Spaces in each margin and between columns ($\frac{1}{3}$ of total)	15 $\frac{1}{3}$	20 $\frac{1}{3}$
		Left margin stop	16	21
		Tabulator stop for second column	16+21+15=52	21+21+20=62

HORIZONTAL PLACEMENT OF COLUMNS

Students should not be penalized if their horizontal placement of columns is slightly different from that given in the analyses of the problems given in this manual. A different handling of fractions may result in minor variations, but such variations do not affect the appearance of the tabulation.

TRADE NAMES UNDER WHICH FURS ARE SOLD

Trade Name	Real Name
Australian Chinchilla	Australian Opossum
Baltic Leopard	Australian Rabbit
Caracul	Lamb
Chinchilla Squirrel	Squirrel
Ermiline	White Rabbit
Ermine	Weasel
French Beaver	French Rabbit
French Chinchilla	Hare
French Mole	Rabbit
French Seal	French Rabbit
Hudson Bay Seal	Rabbit
Hudson Seal	Muskrat
Kolinsky	Weasel
Lapin	Rabbit

Page 179, Lesson 132, Problem 2

ANALYSIS OF PROBLEM

TOP AND BOTTOM MARGINS		HORIZONTAL PLACEMENT OF COLUMNS		
			PICA TYPE	ELITE TYPE
Total spaces available	33	Total spaces available	85	100
Spaces required	19	Spaces required:		
Total spaces in margins	14	By first column	9	
Spaces in each margin ($14 \div 2$)	7	By second column	5	14
		Total spaces in margins and between columns	71	86
		Spaces in each margin and between columns ($\frac{1}{3}$ of total)	23 $\frac{2}{3}$	28 $\frac{2}{3}$
		Left margin stop	24	29
		Tabulator stop for second column	24 + 9 + 23 = 56	29 + 9 + 28 = 66

UNIVERSAL STEEL COMPANY

Record of Iron Ore Shipment, 1942

Month	Tons
January	6,262
February	6,508
March	1,991
April	8,691
May	6,337
June	8,476
July	4,810
August	4,088
September	8,454
October	3,079
November	3,068
December	4,170

Page 180, Lesson 133, Problem 1

NUMBER OF EMPLOYEES
AND
AMOUNT OF ANNUAL PAY ROLL

Year	Employees	Pay Roll
1935	28,877	\$49,317,972
1936	30,801	52,855,061
1937	31,509	53,761,145
1938	34,985	58,303,365
1939	36,827	61,921,432
1940	40,276	65,980,470
1941	43,385	70,217,386

ANALYSIS OF PROBLEM 1

TOP AND BOTTOM MARGINS

Total spaces available	33
Spaces required	14
Total spaces in margins	19
Spaces in each margin ($19 \div 2$)	9

HORIZONTAL PLACEMENT OF COLUMNS

	PICA TYPE	ELITE TYPE
Total spaces available	85	100
Spaces required:		
By first column	4	
By second column	6	
By third column	11	21
Total spaces in margins and between columns	64	79
Spaces between columns (2×17)	34	34
Spaces in each margin	15	22½
Left margin stop	15	23
Tabulator stop for second column	15 + 4 + 17 = 36	23 + 4 + 17 = 44
Tabulator stop for third column	36 + 6 + 17 = 59	44 + 6 + 17 = 67

ANALYSIS OF PROBLEM 2

TOP AND BOTTOM MARGINS

Total spaces available	33
Spaces required	12
Total spaces in margins	21
Spaces in top margin ($21 \div 2$)	10

HORIZONTAL PLACEMENT OF COLUMNS

	PICA TYPE	ELITE TYPE
Total spaces available	85	100
Spaces required:		
By first column	13	
By second column	10	
By third column	13	36
Total spaces in margins and between columns	49	64
Spaces in each margin and between columns ($\frac{1}{4}$ of total)	12¼	16
Left margin stop	13	16
Tabulator stop for second column	13 + 13 + 12 = 38	16 + 13 + 16 = 45
Tabulator stop for third column	38 + 10 + 12 = 60	45 + 10 + 16 = 71

Page 180, Lesson 133, Problem 2

AREA AND POPULATION OF CONTINENTS

<u>Continent</u>	<u>Square Miles</u>	<u>Population</u>
North America	9,355,000	164,715,000
South America	7,464,900	78,955,000
Europe	3,668,000	476,822,000
Asia	16,785,400	1,048,413,000
Australia	2,974,540	6,168,000
Africa	11,660,000	134,097,000
Antarctic	5,000,000	Not given

Page 183, Lesson 135, Exercise 135

ANALYSIS OF PROBLEM

TOP AND BOTTOM MARGINS

Total spaces available	33
Spaces required	<u>17</u>
Total spaces in margins	16
Spaces in top margin ($16 \div 2$)	8

HORIZONTAL PLACEMENT OF COLUMNS

	PICA TYPE	ELITE TYPE
Total spaces available	85	100
Spaces required:		
By first column	29	
By second column	10	
By third column	10	
By fourth column	9	<u>58</u>
Total spaces in margins and between columns	27	42
Spaces in each margin and between columns ($\frac{1}{2}$ of total)	5%	8%
Left margin stop	6	9
Tabulator stop for second column	$6 + 29 + 5 = 40$	$9 + 29 + 8 = 46$
Tabulator stop for third column	$40 + 10 + 5 = 55$	$46 + 10 + 8 = 64$
Tabulator stop for fourth column	$55 + 10 + 5 = 70$	$64 + 10 + 8 = 82$

LIBERTY COLLEGE

BOND HOLDINGS AND INCOME FROM BONDS

Name	Book Value	Actual Value	Income
Abbott & Company	\$ 4,962.25	\$ 5,250.00	\$ 200.00
Boonesville Ind. School Dist.	500.00	500.00	22.50
Tweed Products, Inc.	3,890.00	3,480.00	220.00
McKnight, Bourne & Co.	200.00	200.00	--
Homestate Gas & Fuel	2,805.00	2,700.00	120.00
Glasgow Lodge (1st Series)	12,591.50	7,554.90	679.58
Community Bakeries	3,840.00	--	200.00
Farm Products, Inc.	500.00	--	15.00
Davidson Sales	4,500.00	--	--
	<u>\$33,788.75</u>	<u>\$19,684.90</u>	<u>\$1,457.08</u>

Page 185, Lesson 136, Exercise 136

ANALYSIS OF PROBLEM

TOP AND BOTTOM MARGINS		HORIZONTAL PLACEMENT OF COLUMNS		
			PICA TYPE	ELITE TYPE
Total spaces available	66	Total spaces available	85	100
Spaces required	28	Spaces required:		
Total spaces in margins	38	By first column	19	
Spaces for each margin ($38 \div 2$)	19	By second column	10	
Spaces in top margin for "reading position"	16	By third column	10	
		By fourth column	10	
		By fifth column	10	
		Between each column3		
		Total spaces required between columns	12	71
			14	29
		Total spaces in margins		
		Spaces in each margin ($\frac{1}{2}$ of total)	7	14½
		Left margin stop	7	15
		Tabulator stop for second column	7+19+ 3=29	15+19+ 3=37
		Tabulator stop for third column	29+10+ 3=42	37+10+ 3=50
		Tabulator stop for fourth column	42+10+ 3=55	50+10+ 3=63
		Tabulator stop for fifth column	55+10+ 3=68	63+10+ 3=76

COMPARATIVE COST OF PROMOTION FOR FOUR-YEAR PERIOD

Item	1	2	3	4
Samples	\$12,385.40	\$ 9,460.50	\$ 9,575.75	\$10,490.50
Advertising Index	8,492.50	9,836.50	9,285.50	8,265.00
Circulars	7,500.00	5,555.75	6,259.50	7,075.25
Duplicated Letters	675.50	925.35	1,050.75	987.50
Prizes to Salesmen	325.00	475.00	350.00	420.00
Exhibits and Dues	4,289.75	6,275.50	5,075.75	6,905.75
Direct Mail	3,295.50	3,850.00	4,250.25	3,920.00
Donations	370.00	475.00	300.00	275.00
Miscellaneous Costs	<u>278.60</u>	<u>390.75</u>	<u>297.50</u>	<u>305.20</u>
Total	\$37,612.25	\$37,244.35	\$36,445.00	\$38,644.20

Page 186, Lesson 137, Exercise 137

ANALYSIS OF PROBLEM

TOP AND BOTTOM MARGINS		HORIZONTAL PLACEMENT OF COLUMNS		
			PICA TYPE	ELITE TYPE
Total spaces available	66	Total spaces available	85	100
Spaces required	34	Spaces required:		
Total spaces in margins	32	By first column	21	
Spaces for each margin ($32 \div 2$)	16	By second column	5	
Spaces in top margin for "reading position"	13	By third column	3	
		By fourth column	11	
		By fifth column	9	
		By sixth column	9	
		Between each column	3	
		Total spaces required between columns	15	$\frac{73}{12}$
		Total spaces in margins		$\frac{73}{27}$
		Spaces in each margin ($\frac{1}{2}$ of total)	6	$13\frac{1}{2}$
		Left margin stop	6	14
		Tab. stop for second column..	$6+21+3=30$	$14+21+3=38$
		Tab. stop for third column...	$30+5+3=38$	$38+5+3=46$
		Tab. stop for fourth column...	$38+3+3=44$	$46+3+3=52$
		Tab. stop for fifth column...	$44+11+3=58$	$52+11+3=66$
		Tab. stop for sixth column...	$58+9+3=70$	$66+9+3=78$

COMMUNITY INVESTMENT CORPORATION

Record of Stocks Held and Income from Stocks

Name	Kind	No. of Shares	Book Value	Income	Cumulative Dividend
Bankers Investment	Pref.	25	\$ 2,500.00	\$ 150.00	\$ --
Canton Products	Cap.	40	985.00	56.00	--
General Exports	Com.	50	2,150.00	100.00	--
Ill.-Iowa Farms, Inc.	Pref.	300	15,000.00	600.00	6,300.00
Ill.-Iowa Farms, Inc.	Com.	300	15,000.00	--	--
National Harvester	Pref.	400	49,800.00	2,800.00	--
Maritime Corp.	Pref.	100	4,300.00	300.00	--
West Public Serv.	Pref.	12	1,180.00	105.00	--
Fleet & Co.	Com.	400	10,000.00	600.00	--
Maxton Carbide	Com.	600	46,500.00	1,710.00	--
			\$147,415.00		\$6,300.00
Total Income				\$6,421.00	

Page 186, Lesson 138, Exercise 138

The analysis of this exercise is the same as that of Exercise 136, page 85 of the manual.

COMPARATIVE COST OF PROMOTION FOR FOUR-YEAR PERIOD

Item	1	2	3	4
Samples	\$12,385.40	\$ 9,460.50	\$ 9,575.75	\$10,490.50
Advertising Index	8,492.50	9,836.50	9,285.50	8,265.00
Circulars	6,150.50	5,555.75	6,259.50	7,075.25
Duplicated Letters	675.50	925.35	1,005.75	987.50
Prizes to Salesmen	325.00	475.00	350.00	420.00
Exhibits and Dues	4,289.75	6,275.50	6,075.75	6,905.75
Direct Mail	3,295.50	3,850.00	4,250.25	2,290.00
Donations	370.00	475.00	300.00	275.00
Miscellaneous Costs	<u>278.60</u>	<u>390.75</u>	<u>297.50</u>	<u>305.20</u>
Total	\$36,262.75	\$37,244.35	\$37,400.00	\$37,014.20

Page 187, Lesson 139, Exercise 139

The analysis of this exercise is the same as that of Exercise 137, page 86 of the manual.

COMMUNITY INVESTMENT CORPORATION

Record of Stocks Held and Income from Stocks

Name	Kind	No. of Shares	Book Value	Income	Cumulative Dividend
Bankers Investment	Pref.	25	\$ 2,500.00	\$ 150.00	\$ --
Canton Products	Cap.	40	985.00	56.00	--
General Exports	Com.	50	2,150.00	135.00	--
Ill.-Iowa Farms, Inc.	Pref.	300	15,000.00	600.00	6,300.00
Ill.-Iowa Farms, Inc.	Com.	300	15,000.00	--	--
National Harvester	Pref.	400	49,800.00	2,800.00	--
Maritime Corp.	Com.	100	4,300.00	250.00	--
West Public Serv.	Pref.	12	1,180.00	105.00	--
Fleet & Co.	Com.	400	10,000.00	750.00	--
Maxton Carbide	Com.	500	<u>46,500.00</u>	<u>1,710.00</u>	<u>--</u>
			\$147,415.00		\$6,300.00
Total Income				\$6,556.00	

INSTRUCTIONAL BLOCK XIII (Budget XVII)

Page 198, Lessons 146-155, Problem 6

This copy requires 20 lines. Forty-six spaces are therefore available for the top and bottom margins. Each margin may therefore be 23 lines.

If it is desired to center the material in the "reading position," the top margin should be 20 lines and the bottom, 26.

Page 203, Lessons 146-155, Problem 14

This copy requires 29 lines. Thirty-seven spaces are therefore available for the top and bottom margins. The top margin may therefore be 18 lines. If it is desired to center the material in the "reading position," the top margin should be 15 lines.

The student may use his own judgment in the horizontal centering, and therefore all solutions may not be exactly the same. It is suggested,

however, that the student's attention be called to the fact that, although there are four columns in the tabulation, the first two and the last two are closely related. Therefore, the space between the second and third columns should be greater than the space between the first and second, and the third and fourth. This solution uses 3 spaces each between the related columns and seven spaces between columns two and three.

VOCATIONAL TRAITS OF SECRETARIES

Frequency Ranking

Accuracy	1	Executive Ability	25
Responsibleness	2	Loyalty	25
Dependability	3	Pleasant Voice	25
Intelligence	3	Orderliness	28
Courtesy	5	Grooming	28
Initiative	5	Alertness	30
Judgment	5	Drive	30
Tact	8	Ambition	32
Personal Pleasantness	9	Curiosity	32
Personal Appearance	9	Forcefulness	32
Interest in Work	11	Foresight	32
Speed	11	Thoughtfulness	32
Reticence	13	Thoroughness	37
Adaptability	14	Willingness	37
Businesslikeness	14	Modesty (Not Conceit)	39
Neatness	14	Originality	39
Memory	17	Patience	41
Good Breeding	18	Resourcefulness	41
Poise	19	Self-control	43
Self-confidence	19	Versatility	43
Graciousness	21	Fairness	45
Honesty	21	Self-respect	45
Health	21	Sense of Humor	45
Industriousness	21		

INSTRUCTIONAL BLOCK XIV, PARTS I AND II TEXT

The following problems appear in the One-Year Course, but not in Parts I and II of the Complete Text.

Page 211, Exercise 165

This problem is the same invoice as that shown in Illustration No. 70.

Page 212, Exercise 166

1	Cigarette Box, #625	\$ 6.00 ea	\$ 6.00
2	Cigarette Boxes, #636	3.00 ea	6.00
1	Humidor, #626	11.00	11.00
6	Ash Trays, #631	1.00 ea	6.00
1	Tobacco Bowl, #635	4.50	<u>4.50</u>
			\$33.50

Page 212, Exercise 167

2	Double Inkstands, #524	\$ 6.00 ea	\$12.00
1	Lamp, #902	15.00	15.00
2 doz	Address Books, #900-E	1.00 ea	24.00
6 pr	Book Ends, #309	2.75 pr	16.50
4	Roll Blotters, #536	.90 ea	3.60
2	Comb. Memo. Pads, #512	2.67½ ea	<u>5.35</u>
			\$76.45

Page 212, Exercise 168

3 doz	Ash Trays, #637	\$.60 ea	\$ 21.60
3 doz	Incense Burners, #1115	.60 ea	21.60
3 doz	Cal. & Memo., #522	1.50 ea	54.00
1 doz	Ash Trays, #631	1.00 ea	12.00
3 doz	Match Holders, #632	1.25 ea	45.00
3 doz	Ash Trays, #627	1.00 ea	36.00
3 doz	Match Holders, #628	.60 ea	21.60
6 pr	Book Ends, #330	4.20 pr	25.20
3 doz	Incense Burners, #1113	2.00 ea	72.00
3 pr	Book Ends, #340	3.25 pr	9.75
½ doz	Candlesticks, #415	1.25 ea	7.50
3	Vasettes, #110	1.20 ea	<u>3.60</u>
			\$329.85

PART III

Reconstruction Lessons, Complete Text

These solutions are for the reconstruction lessons in Part III of the complete textbook. The solutions for the reconstruction lessons in Part III of the advanced textbook are given below and on page 92 of this manual.

Page 205, Lesson 2, Problem 2

As this exercise contains 30 lines, the student should commence the exercise 18 lines from the top of the sheet ($66 - 30 = 36 \div 2 = 18$).

Page 208, Lesson 3, Problem 3

The solution for this problem is the same as that for Exercise 122, given on pages 79 and 80 of this manual.

Page 208, Lesson 4, Problem 1

BELL RINGS ON THE TYPING OF THE
THIRD LETTER OF EACH WORD

- | | |
|-----------------|----------------|
| 1. deter-mining | 6. refer-ring |
| 2. gradu-ate | 7. ques-tion |
| 3. cler-ical | 8. selec-tion |
| 4. divi-sion | 9. express-ing |
| 5. couldn't | 10. prop-erly |

BELL RINGS ON THE TYPING OF THE
FOURTH LETTER OF EACH WORD

- | | |
|--------------------|-----------------|
| 11. control-ling | 16. forget-ting |
| 12. expressed | 17. repe-tition |
| 13. sports-manship | 18. acquir-ing |
| 14. crip-ple | 19. busi-ness |
| 15. mentioned | 20. sepa-rated |

Page 209, Lesson 4, Problem 2

Note that the footnote references are to be renumbered. The references 8, 9, 10, and 11 are to be numbers 1, 2, 3, and 4.

Page 209, Lesson 4, Problem 3

The solution for this problem is the same as that for Exercise 136, given on page 85 of this manual.

Reconstruction Lessons, Advanced Text

These solutions are for the reconstruction lessons in Part III of the advanced textbook. The solutions for the reconstruction lessons in Part III of the complete textbook are given above.

Page 28, Lesson 11, Problem 2

As this exercise contains 30 lines, the student should commence the exercise 18 lines from the top of the sheet ($66 - 30 = 36 \div 2 = 18$).

Page 31, Lesson 12, Problem 2

The solution to this problem is the same as that to Exercise 122, page 164, given on pages 79 and 80 of this manual.

Page 33, Lesson 13, Problem 1

BELL RINGS ON THE TYPING OF THE
FIRST LETTER OF EACH WORD

- | | |
|---------------|-----------------|
| 1. busi-ness | 6. lov-able |
| 2. alone | 7. learned |
| 3. cler-ical | 8. sepa-rated |
| 4. stress-ing | 9. every |
| 5. only | 10. pos-session |

BELL RINGS ON THE TYPING OF THE
FOURTH LETTER OF EACH WORD

- | | |
|-----------------|------------------|
| 11. knowl-edge | 16. extenu-ating |
| 12. gradu-ate | 17. attrac-tive |
| 13. mentioned | 18. fusi-ble |
| 14. forget-ting | 19. couldn't |
| 15. mate-rial | 20. expres-sion |

Three of the words in this list present interesting problems. They are:

3. Cler-i-cal. Although the second syllable is one letter that is usually written on the first line, the termination "ical" is not broken, in accordance with Rule 5.
9. Ev-er-y. This word may be divided if necessary, but it is preferable not to divide a word containing only five letters.

18. Fu-si-ble. The ible in this word is not the termination of the word because the i is considered as part of the preceding syllable.

Page 34, Lesson 13, Problem 2

The solution to this problem is the same as that for Problem 2 of Exercise 133, page 180, given on page 83 of this manual.

Page 36, Lesson 14, Problem 1

The solution to this problem is the same as that for Exercise 136, page 185, given on page 85 of this manual.

Page 40, Lesson 16, Problem 2

In this problem the student begins typing a manuscript on page 4 and should number his pages beginning with page 4. The footnote references are given consecutively throughout the manuscript and therefore the numbers should not be changed. Each footnote reference should, however, be given on the same page as its reference figure.

Instructional Blocks, Complete and Advanced Texts

Beginning with Instructional Block XIV, Budget XVIII, Lesson 156, the advanced textbook and the complete textbook are just the same. The following solutions may therefore be used with either book. As the page numbers of the two books are different, the page number for the complete textbook and that of the advanced text-

book are both given for each reference. In each case the page number given at the beginning of the reference is the page in the complete textbook; the number in parentheses immediately following that page number is the page number in the advanced textbook.

INSTRUCTIONAL BLOCK XIV (Budgets XVIII to XXI)

Page 218 (50), Lesson 160, Problem 3

Several solutions for this problem are possible. A student should not be penalized if his telegram is not reduced to ten words, as clear-

ness is more important than number of words. The following is, however, a possible solution that uses only ten words:

Keep appointment made with Arthur

Bowden, Shreveport, 2 p.m., Thursday.

Page 221 (53), Exercise 161, Problem 1

This letter contains 220 words.

Current Date

File No. 260-1

Mr. Samuel H. Porter
Freight Claim Officer
59 E. Burns Street
Chicago, Illinois

Dear Mr. Porter

It is now time to rethink your program. How can needs and remedies be more effectively presented and applied? Is every department keyed up and ready to get the jump on claim causes? Does the "man in charge" realize that repetition is reputation, that repeated bad-order deliveries make a reputation for unreliable service?

Perishable freight represents a large traffic, and the loss and damage expense in connection with its transportation is much heavier than need be. The great variety of different articles in this group, the many different localities that produce these articles, the variety of climates through which they move, and the great distances they are hauled, make it necessary to accord this traffic specialized handling service under close supervision.

There are quite a few shippers who have little or no trouble in transportation. Such shippers must therefore be employing methods that would be useful to other shippers. If they disclosed their methods to the railroad prevention department, that department could place the information where it would produce the most good. Each shipper uses his own ideas, with no plan of consolidating these ideas for uniform usage. Interested carrier representatives must fill the gap if the customer is to be served to the best advantage and the waste in loss and damage is to be held to a minimum.

Yours very truly

TRANSPORTATION ASSOCIATION, Inc.

17:rh

Page 221 (53), Exercise 161, Problem 2

This letter contains 165 words.

Current Date

File No. 260-2

Mr. M. K. Westerfield, Claim Agent
Santa Fe Railroad Company
Jasper, Missouri

Dear Mr. Westerfield

Perishable Protective Tariff No. 10 covers rules and regulations governing the handling of perishable freight.

Rule 1 in Circular 20-A contains a list and definition of perishable freight. It is not all inclusive, but it does list 124 items. From this list it is easy to determine the unlisted items that may belong in the category of perishable freight subject to deterioration or decay, and also the items that may be protected by refrigeration, icing, ventilation, or against cold.

The next in importance are those commodities that may be protected against heat, all of which are designated. Most of us know as a matter of experience the names of articles that may be damaged or destroyed by cold; we know less about those subject to loss or damage by heat.

You can help to reduce the great loss caused by improper handling of perishable freight if you will check all freight shipments and clearly identify those that are perishable, whether by cold, heat, or deterioration.

Very truly yours

TRANSPORTATION ASSOCIATION, Inc.

17:rh

Page 221 (53), Exercise 161, Problem 3

This letter contains 98 words.

Current Date

File No. 260-3

Mr. Clark E. Harrison
Louisville & Nashville Railroad Company
Horse Cave, Kentucky

Dear Mr. Harrison

Freight Claim Rule 60, of the Freight Claim Division, covers the rules under which loss and damage expense is apportioned among the carriers who are parties to the haul whenever there is a failure in transportation resulting in loss and damage to perishable freight.

Perishable Protective Tariff No. 10 covers rules and regulations governing the handling of perishable freight.

National Perishable Freight Committee Circular No. 20-A contains the code of rules for handling perishable freight.

If we can be of further help to you in getting started in your new work, do not hesitate to write to us.

Very truly yours

TRANSPORTATION ASSOCIATION, Inc.

17:rh

Page 221 (53), Exercise 162, Problem 1

This letter contains 224 words.

Current Date

File No. 260-4

Mr. Raymond B. Morley
Traffic Co-ordinator
Dyersburg, Tennessee

Dear Mr. Morley

Perishable freight represents a large traffic, and the loss and damage expense in connection with its transportation is much heavier than need be. The great variety of different articles in this group, the many different localities that produce these articles, the variety of climates through which they move, and the great distances they are hauled, make it necessary to accord this traffic specialized handling service under close supervision.

Rule 1 in Circular 20-A contains a list and definition of perishable freight. It is not all inclusive, but it does list 124 items. From this list it is easy to determine the unlisted items that may belong in the category of perishable freight subject to deterioration or decay, and also the items that may be protected by refrigeration, icing, ventilation, or against cold. Most of us know as a matter of experience the names of articles that may be damaged or destroyed by cold; we know less about those subject to loss or damage by heat.

The loss on shipments from your station has been unusually high during the present season. We suggest that in all future shipments you be sure to bulkhead each section of the stop-off car with steel strap anchored to the wall stanchions. We hope this will tend to reduce the loss caused from bruises suffered when crates are moved unnecessarily.

Very truly yours

TRANSPORTATION ASSOCIATION, Inc.

17:rh

Page 221 (53), Exercise 162, Problem 2

This letter contains 216 words.

Current Date

File No. 260-5

Mr. T. Edward Morris
Branch Office Manager
Transportation Association, Inc.
Grand Rapids, Michigan

Dear Mr. Morris

It is now time to rethink your program. How can needs and remedies be more effectively presented and applied? Is every department keyed up and ready to get the jump on claim causes? Does the "man in charge" realize that repetition is reputation, that repeated bad-order deliveries make a reputation for unreliable service?

There are quite a few shippers who have little or no trouble in transportation. Such shippers must therefore be employing methods that would be useful to other shippers. If they disclosed their methods to the railroad prevention department, that department could place the information where it would produce the most good. Each shipper uses his own ideas, with no plan of consolidating these ideas for uniform usage. Interested carrier representatives must fill the gap if the customer is to be served to the best advantage and the waste in loss and damage is to be held to a minimum.

Create Interest. The results you desire must come from interested officers and employees. Persevering repetition in doing things properly is essential. Right techniques sometimes need to be hammered hard and often on our memory in order to be driven home. Therefore, the simpler the idea, expressed in the simple terms of the men who handle freight, the more effective it is likely to be.

Sincerely yours

TRANSPORTATION ASSOCIATION, Inc.

17:rh

Page 221 (53), Exercise 162, Problem 3

This letter contains 139 words.

Current Date

File No. 260-6

Mr. Wilbur Steen
Transportation Inspector
Pennsylvania Railroad Company
Portsmouth, Ohio

Dear Mr. Steen

Damage Reports. Much can be done to increase the utility of damage reports. If inspectors would "think--first, last, and all the time," a report would mean something! As it is, probably 90 per cent of the reports give no clue to the real cause. Such terms as "cause unknown," "rough handling," "apparently so loaded," should not be used unless the inspector can describe clearly the facts and circumstances justifying them.

Create Interest. The results you desire must come from interested officers and employees. Persevering repetition in doing things properly is essential. Right techniques sometimes need to be hammered hard and often on our memory in order to be driven home.

It is now time to rethink your program. Does the "man in charge" realize that repetition is reputation, that repeated bad-order deliveries make a reputation for unreliable service?

Very truly yours

TRANSPORTATION ASSOCIATION, Inc.

17:rh

Page 222 (54), Exercise 163, Problem 1

This letter contains 146 words.

Current Date

File No. 260-7

Mr. John S. Warwick
General Freight Agent
Union Depot
Louisville, Kentucky

Dear Mr. Warwick

Perishable Protective Tariff No. 10 covers rules and regulations governing the handling of perishable freight.

National Perishable Freight Committee Circular No. 20-A contains the code of rules for handling perishable freight. •

Freight Claim Rule 60, of the Freight Claim Division, covers the rules under which loss and damage expense is apportioned among the carriers who are parties to the haul whenever there is a failure in transportation resulting in loss and damage to perishable freight.

Damage Reports. Much can be done to increase the utility of damage reports. If inspectors would "think--first, last, and all the time," a report would mean something! As it is, probably 90 per cent of the reports give no clue to the real cause. Such terms as "cause unknown," "rough handling," "apparently so loaded," should not be used unless the inspector can describe clearly the facts and circumstances justifying them.

Very truly yours

TRANSPORTATION ASSOCIATION, Inc.

17:rh

Page 222 (54), Exercise 163, Problem 2

This letter contains 182 words including paragraph numbers.

Current Date

File No. 260-8

Mr. Albert Crawford
Jamestown
New York

Dear Mr. Crawford

We are glad to give you some suggestions for the safe shipment of furniture. We have found that the suggestions given below, when followed, will make for shipments that are free from damage:

1. Suggest to the shipper that all cases should be marked with arrows on all four vertical sides pointing to top. Load right side up.
2. Ask shipper to mark cartons "DO NOT TRUCK ON THIS SIDE"; and on opposite panel, "TRUCK ON THIS SIDE."
3. Cases will be more likely to be trucked with back down if shippers show identification numbers on back of cases.
4. Do not load night stands, chairs, vanity benches, or other small light items with heavy items. Put light packages on top of other load. Brace them so they cannot move.
5. Make front of load flush by trimming or filling in the spaces. Brace with steel strapping. Be sure to use wood corner posts or light bulkheading to protect packages from steel strap.

If the above suggestions are put into use, your damage claims will almost surely decrease. Try them, won't you?

Very truly yours

TRANSPORTATION ASSOCIATION, Inc.

Page 222 (54), Exercise 163, Problem 3

This letter contains 230 words.

Current Date

File No. 260-9

Mr. Alfred B. Abbott, Supervisor
Transportation Association, Inc.
16 State Street
Chicago, Illinois

Dear Mr. Abbott

Much can be done to increase the utility of damage reports. If inspectors would "think--first, last, and all the time," a report would mean something! As it is, probably 90 per cent of the reports give no clue to the real cause. Such terms as "cause unknown," "rough handling," "apparently so loaded," should not be used unless the inspector can describe clearly the facts and circumstances justifying them.

There are quite a few shippers who have little or no trouble in transportation. Such shippers must therefore be employing methods that would be useful to other shippers. If they disclosed their methods to the railroad prevention department, that department could place the information where it would produce the most good. Each shipper uses his own ideas, with no plan of consolidating these ideas for uniform usage. Interested carrier representatives must fill the gap if the customer is to be served to the best advantage and the waste in loss and damage is to be held to a minimum.

The results you desire must come from interested officers and employees. Persevering repetition in doing things properly is essential. Right techniques sometimes need to be hammered hard and often on our memory in order to be driven home. Therefore, the simpler the idea, expressed in the simple terms of the men who handle freight, the more effective it is likely to be.

Very truly yours

TRANSPORTATION ASSOCIATION, Inc.

17:rh

907256

Page 227 (59), Lessons 166-170, Problem 4

30M	#10-28 Postage Saver Envelopes	2.52 M	75.60
2M	6 7/8 x 9 7/8 O. E. Envelopes	3.98 M	7.96
1M	6 3/4--24# White Economy Envelopes	1.55 M	1.55
4M	6 1/2 x 9 1/2--28# O. E. Manila Envelopes	3.45 M	<u>13.80</u>
			98.91

Page 228 (60), Lessons 166-170, Problem 5

2M	sheets	28 x 42 Wedgewood Offset	248#	8.90 cwt.	22.07
5M	"	32 x 44 Wedgewood Offset	740#	8.90 cwt.	65.86
2M	"	25 x 38 Wisdom Offset	200#	9.25 cwt.	18.50
8M	"	17 x 22 Leghorn Manifold		2.80 M	22.40
4M	"	22 x 34 Leghorn Manifold		5.60 M	<u>22.40</u>
					151.23

Page 228 (60), Lessons 166-170, Problem 6

2M	#H95 Envelopes	15.90 M	31.80
2M	#H90 "	14.88 M	29.76
1M	#H83 "	13.98 M	13.98
3M	#H68 "	11.76 M	35.28
2M	#H63 "	10.74 M	<u>21.48</u>
			132.30

Page 228 (60), Lessons 166-170, Problem 7

15 reams	30 x 40--42# R. W. Sterling Kraft	615#	.05 1/2 lb.	33.83
8,500 sheets	22 x 34--80M White Victor Bond	680#	26.25 cwt.	178.50
26,000 sheets	22 x 34--190M S & W Cover	4940#	.08 3/4 lb.	432.25
10,000 sheets	34 x 44--160M County Mills	1600#	.09 1/2 lb.	<u>152.00</u>
				796.58

Page 228 (60), Lessons 166-170, Problem 8

1750 sheets	21 x 32--86M State Mills--1A	150.5 lbs.	.10 lb.	15.05
1750 "	21 x 32--86M State Mills--1B	150.5 lbs.	.10 lb.	15.05
8950 "	21 x 32--86M State Mills--1C	769.7 lbs.	.10 lb.	76.97
4350 "	21 x 32--86M State Mills--1D	374.1 lbs.	.10 lb.	37.41
1750 "	21 x 32--86M State Mills--1E	150.5 lbs.	.10 lb.	<u>15.05</u>
				159.53

Page 229 (61), Lessons 166-170, Problem 9

2M	sheets 17 x 22--32M Rivera	64 lbs.	.07 lb.	4.48
1M	5 x 11 Karolton Kraft Envelopes		10.65 M	10.65
1M	9 x 12 Columbian Clasp Envelopes		11.40 M	11.40
2M	8 x 11 Columbian Clasp Envelopes		10.65 M	<u>21.30</u>
				47.83

Page 229 (61), Lessons 166-170, Problem 10

4M	sheets 17 x 22 Rising Bond	128 lbs.	21.75 cwt.	27.84
4M	" 22 x 34 Rising Bond	256 lbs.	21.75 cwt.	55.68
5M	" 32 x 44 Champion Lexicon	740 lbs.	8.50 cwt.	62.90
5M	" 28 x 42 Champion Lexicon	620 lbs.	8.50 cwt.	<u>52.70</u>
				199.12

Page 231 (63), Lessons 171-175, Problem 2

3M	#H95 Envelopes		15.90 M	47.70
2M	#H83 Envelopes		13.98 M	27.96
2M	#10-28 Postage Saver Envelopes		2.52 M	5.04
4M	sheets 22 x 34 Rising Bond	256 lbs.	21.75 cwt.	55.68
5M	" 28 x 42 Champion Lexicon	620 lbs.	8.50 cwt.	52.70
2M	" 22 x 24 190M S & W Cover	380 lbs.	8.75 cwt.	<u>33.25</u>
				222.33

Page 233 (65), Lessons 171-175, Problem 8

3M	sheets, 22 x 44, 80M White Victor Bond	240#	26.25 cwt.	63.00
5M	" 34 x 44, 160M County Mills	800#	9.50 cwt.	76.00
2M	" 32 x 44, 148M Wedgewood Offset	296#	8.90 cwt.	<u>26.34</u>
				165.34

Page 233 (65), Lessons 171-175, Problem 9

The student may use his own initials in the next to the last line after "Shipper, Per." In this and the following problem the information that the student types is given, but the vertical spacing is not the same as that of the printed form.

If the printed form is not used, the teacher may use his own judgment regarding whether he asks students to space the material as if it were on the printed form.

New York Central Railroad
Current Date
Denton & Denton
Columbus

The Wilson Paper Co.
3892 Broadway
Ohio

Your line

1 cs. paper
2 ctns. paper
1 bd. paper

885#
250#
300#

The Wilson Paper Co., R.H.
321 Sycamore St.

Cincinnati, Ohio

Page 233 (65), Lessons 171-175, Problem 10

Denton & Denton	Current Date	170016
Columbus, Ohio		
Cincinnati, O.	The Wilson Paper Co.	
1 cs. paper	885# .58	5.13
2 ctns. paper	250# .58	1.45
1 bd. paper	300# .58	1.75
		<u>8.32</u>

Page 233 (65), Lessons 171-175, Problem 11

If the student types the complete check, the number will not be shown, as it is printed and not typed on the check.

No. <u>4207</u>	Current Date <u>19</u>
City National Bank 13-19	
Pay to the order of <u>New York Central Railroad Co. \$ 8.32</u>	
<u>Eight and-----32/100</u> Dollars	
<u>For Freight Charges</u>	<u>DENTON & DENTON</u>
	<u>By</u> <u>Treasurer</u>

INSTRUCTIONAL BLOCK XVI (Budgets XXII to XXIV)

Page 241 (73), Lessons 186-190, Problem 1 and

Page 244 (76), Lessons 186-190, Problem 9

This is a satisfactory arrangement for the model letter to be typed as Problem 1, page 241 (73). Problem 9, page 244 (76), calls for the notation typed at the top of the letter, which notation is to be placed on the file copy only. The student will, of course, use the date on which

the letters were mailed and his own reference initials. The typing and placement of the file reference number is optional. This notation might be written with pencil or pen and might be placed either in the left or right margin.

(Date: Problem 8) A copy of this letter was sent to each name on Mailing List 21-A.

cjm

FILE, ML 21-A

CLARENCE-WALTON COMPANY

Gordon Building

Spokane, Washington

An inventory of the furnishings and personal effects in your home is important. Do you have such a record of your household and personal belongings?

The enclosed inventory sheet is an excellent form on which to keep your inventory. This record will be worth making for two reasons:

1. It will establish a basis for estimating the value of your household furnishing and personal effects for insurance purposes.
2. In the event of loss by fire or theft, the inventory will be an invaluable help in preparing your claim.

If you wish, we will keep a copy of the completed inventory in our office so that you will have access to the information should your record become lost or destroyed.

If you find that you need additional insurance to be fully protected, you have only to call on us.

Yours very truly

CLARENCE-WALTON COMPANY

Page 243 (75), Lessons 186-190, Problem 4

The following list indicates the order in which the index cards should be arranged.

Blackburn, Francis M.
Colfax

Chadwick, Albert C.
1207 St. George Street
Tacoma

Franklin, Martin O.
693 Negley St.
Pendleton, Oregon

Hatcher, Mrs. Horton A.
5 Beechmont
Spokane

Hill, J. H.
R.F.D. 4
Spokane

Hunt, Mrs. T. Morris
One Lexington
Spokane

King, Thomas Pierce
Box 185
Coeur d'Alene, Idaho

McLaughlin, Miss Harriet
Enterprise
Oregon

Michaelson, Dr. Chester H.
Box 30
Wallace, Idaho

Paulson, Mrs. Lester O.
156 Sixth
Spokane

Robertson, Dr. B. L.
10 Beechmont
Spokane

Rochester, Miss Alberta
7 Woodlawn
Seattle

Spaulding, Noel T.
R.F.D. 2
Walla Walla

Summers, The Reverend Paul O.
2950 Summit Drive
Seattle

Woodside, Mrs. Ethel H.
Pullman
Oregon

Page 245 (77), Lessons 191-195, Problem 1

The following is a satisfactory solution for this problem, although the pupil may omit the column headings since they are not asked for. Also, the names might be arranged with the names first.

MAILING LIST 21-A

Current Date

Name	Street Address	City and State
Thomas Pierce King	Box 185	Coeur d'Alene, Idaho
Dr. Chester H. Michaelson	Box 30	Wallace, Idaho
Martin O. Franklin	693 Negley Street	Pendleton, Oregon
Miss Harriet McLaughlin		Enterprise, Oregon
Mrs. Ethel H. Woodside		Pullman, Oregon
Francis M. Blackburn		Colfax, Washington
Albert C. Chadwick	1207 St. George St.	Tacoma, Washington
Mrs. Horton A. Hatcher	5 Beechmont Avenue	Spokane, Washington
J. H. Hill	R.F.D. 4	Spokane, Washington
Mrs. T. Morris Hunt	One Lexington Ave.	Spokane, Washington
Mrs. Lester O. Paulson	156 Sixth Avenue	Spokane, Washington
Dr. B. L. Robertson	10 Beechmont Avenue	Spokane, Washington
Miss Alberta Rochester	7 Woodlawn Avenue	Seattle, Washington
Noel T. Spaulding	R.F.D. 2	Walla Walla, Wash.
The Reverend Paul O. Summers	2950 Summit Drive	Seattle, Washington

INSTRUCTIONAL BLOCK XVII (Budgets XXV and XXVI)

Page 250 (82), Lessons 201-205, Problem 1

The solution is given for this first problem because the punctuation in the printed problem is not complete and must be added by the student.

The student should use his own initials in the reference notation.

Current Date

Mr. A. T. Bodkins
3642 Fourth Street
Philadelphia, Pennsylvania

Dear Mr. Bodkins

When I was in Philadelphia last, I left with you a list of those employees in the region who would be affected by the Wages and Hours Bill of the Fair Labor Standards Act.

In referring to this list, you will note that we listed Frank E. Thompson, our maintenance superintendent at Altoona, as being nonexempt. We are now in receipt of a letter from Mr. C. B. Weston in which he states it is his opinion that Mr. Thompson is exempt. For your information and for your files, I quote a paragraph from Mr. Weston's letter.

"Maintenance Superintendent Frank E. Thompson: Salary, \$178 a month; a bona fide executive possessing the power of hiring and firing the casual labor that is under his direction. The casual labor performs unskilled duties, such as dirt digging and concrete mixing, while Thompson's work is of a skilled nature covering pump repairs, pipe fitting, electrical and plumbing work. A careful inquiry into his duties shows that he does not do nearly 20% of the class and type of work that his casual labor nonexempt men perform."

You will want to correct the list I left with you when I was in your office some time ago.

Yours very truly

KENOWA OIL COMPANY

Regional Manager

LMC:cjm

Page 252 (84), Lessons 201-205, Problem 6

As in all other tabulations, there should be no penalty for minor, inconsequential variations provided the tabulation is put up in an attractive form.

In the instructions students are told to have 3 spaces between the column headings after the first. As the perpendicular rulings are placed halfway between the headings, there are $1\frac{1}{2}$ spaces at each side of each heading with the exception of the column "Total No. of Accounts."

No instructions are given about the number of spaces to be used between the vertical line at the left of this column and the column heading. In this solution 1 space is used to balance the space and a half at the right, but 2 spaces might be used with equal correctness.

The table given below shows a possible solution for this problem in both pica type and elite type. The tabulator-stop points indicate where the longest line in each column should begin.

	Left Margin	Points at which column headings should start						Points at which tabulator stops should be set					
		1	2	3	4	5	6	1	2	3	4	5	6
Pica type	6	9	22	36	48	60	71	9	25	39	50	62	73
Elite type	14	17	30	44	56	68	79	17	33	47	58	70	81

KENOWA OIL COMPANY

BREAKDOWN OF ACCOUNTS

(March, 1942)

District	Total No. of Accounts	Permanent	% Permanent	100% Accounts	% 100% Accounts
Altoona	69	8	11.6	59	85.5
Cumberland	40	3	7.5	22	55.0
ALTOONA	109	11	10.1	81	74.3
Brownsville	91	15	16.5	57	62.6
Fairmont	31	12	38.7	11	35.5
BROWNSVILLE	122	27	22.1	68	55.7
JOHNSTOWN	97	2	2.1	79	81.4
Pittsburgh	246	58	23.6	130	52.8
Greensburg	93	13	13.9	61	65.6
PITTSBURGH	339	71	20.9	191	56.3
Wheeling	109	18	16.5	77	70.6
Marietta	60	6	10.0	52	86.7
WHEELING	169	24	14.2	129	76.3
Youngstown	159	36	22.6	107	67.3
Beaver	82	5	6.1	52	63.4
YOUNGSTOWN	241	41	17.0	159	65.9
ERIE	52	28	53.8	23	44.2
TOTALS	1129	204	18.0	730	64.7

INSTRUCTIONAL BLOCK XVIII (Budgets XXVII and XXVIII)

Page 257 (89), Lessons 211-215, Problem 1

OFFICE TERRITORIES

Year Ending December 31

Chicago Office (Pop. 18,581,744)

Illinois	Nebraska	Wisconsin
Iowa	North Dakota	Wyoming
Minnesota	South Dakota	

Houston Office (Pop. 6,248,032)

Texas	New Mexico
-------	------------

Nashville Office (Pop. 58,159,324)

Alabama	Kentucky	Ohio
Arkansas	Louisiana	Oklahoma
Colorado	Michigan	Pennsylvania
Florida	Mississippi	South Carolina
Georgia	Missouri	Tennessee
Indiana	North Carolina	West Virginia
Kansas		

New York Office (Pop. 29,574,367)

Connecticut	Massachusetts	Rhode Island
Delaware	New Hampshire	Vermont
Maine	New Jersey	Virginia
Maryland	New York	District of Columbia

Los Angeles Office (Pop. 10,161,549)

Arizona	Montana	Oregon
California	Nevada	Washington
Idaho	Utah	

	Left Margin	Tab. Stop 2nd Col.	Tab. Stop 3rd Col.
Pica type	15	31	50
Elite type	23	39	58

Pages 257 and 258 (89 and 90), Lessons 211-215,
Problem 2

SUMMARY OF SALES AND SELLING COSTS

Ter.	Salesman	Sales	Reports	Inter-views	Selling Cost	Per Cent
1	Andrews	\$ 43,313	167	849	\$ 2,926.70	6.76
2	Cleaver	137,992	1,650	3,799	10,815.37	7.84
3	Dennis	80,049	820	1,829	8,264.31	10.32
4	Miller	49,732	821	1,840	6,610.01	13.29
5	Thomas	57,792	710	1,963	8,037.57	13.91
6	Horton	106,510	517	1,594	8,876.14	8.33
7	Banks	109,496	788	2,127	6,915.77	6.32
8	Morton	60,636	791	2,109	9,060.13	14.94
9	Mitchell	55,653	544	1,407	6,829.24	12.27
10	Underwood	154,979	1,107	2,402	15,057.29	9.72
11	Samuels	61,213	971	2,600	7,410.09	12.11
12	Young	50,807	722	2,250	7,693.78	15.14
13	Abbott	82,888	385	1,478	9,400.58	11.34
14	King	97,715	765	2,312	7,066.33	7.23
15	Reiley	83,436	492	1,954	6,697.91	8.02
16	McMillan	62,549	590	1,947	6,787.09	10.85
17	Fisher	80,252	793	2,316	7,284.58	9.08
18	Turner	53,333	435	1,339	7,130.61	13.37
19	Carson	130,732	674	1,739	5,253.76	4.02
20	Weaver	181,892	1,005	2,346	15,830.68	8.70
21	Edison	79,368	955	2,512	5,049.80	6.36
TOTAL		\$1,820,337	15,702	42,712	\$168,997.74	

	Left Margin	Tab. Stop 2nd Col.	Tab. Stop 3rd Col.	Tab. Stop 4th Col.	Tab. Stop 5th Col.	Tab. Stop 6th Col.	Tab. Stop 7th Col.
Pica type	9	14	26	39	48	57	71
Elite type	17	22	34	47	56	65	79

Pages 257 and 258 (89 and 90), Lessons 211-215,
Problem 3

The differences between sales and selling cost items in the table "Territorial Analysis" and corresponding items in the table "Summary of Sales and Selling Costs" are as follows:

TER.	SALES		SELLING COST	
	Territorial Analysis	Summary of Sales and Selling Costs	Territorial Analysis	Summary of Sales and Selling Costs
8	\$ 60,696	\$ 60,636	\$ 9,060.77	\$ 9,060.13
15			7,697.91	6,697.91
16	63,549	62,549		
18			6,130.61	7,130.61
19	130,733	130,732		
20			15,850.68	15,830.68

The points at which the left margin and the tabulator stops should be set are as follows:

	Left Margin	Tab. Stop 2nd Col.	Tab. Stop 3rd Col.	Tab. Stop 4th Col.	Tab. Stop 5th Col.	Tab. Stop 6th Col.	Tab. Stop 7th Col.	Tab. Stop 8th Col.
Pica type	6	11	23	34	42	50	62	75
Elite type	13	18	30	41	49	57	69	82

TERRITORIAL ANALYSIS

Ter.	Salesman	Sales	No. Firms	No. Firms Not Visited	Population	Selling Cost	Per Cent
1	Andrews	\$ 43,313	312	88	3,982,123	\$ 2,926.70	6.76
2	Cleaver	137,992	1,644	282	6,646,697	10,815.37	7.84
3	Dennis	80,049	968	312	6,101,176	8,264.31	10.32
4	Miller	49,732	1,922	1,288	4,074,467	6,610.01	13.29
5	Thomas	57,792	1,735	1,268	3,937,647	8,037.57	13.91
6	Horton	106,510	1,351	956	3,449,820	8,876.14	8.33
7	Banks	109,496	1,976	1,250	7,877,393	6,915.77	6.32
8	Morton	60,636	1,011	565	8,972,994	9,060.13	14.94
9	Mitchell	55,653	1,019	549	4,842,325	6,829.24	12.27
10	Underwood	154,979	914	180	2,948,447	15,057.29	9.72
11	Samuels	61,213	909	229	4,800,986	7,410.09	12.11
12	Young	50,807	1,024	401	3,629,367	7,693.78	15.14
13	Abbott	82,888	779	523	4,173,070	9,400.58	11.34
14	King	97,715	2,216	1,412	6,248,032	7,066.33	7.23
15	Reiley	83,436	918	590	4,778,626	6,697.91	8.02
16	McMillan	62,549	596	261	2,538,659	6,787.09	10.85
17	Fisher	80,252	851	350	6,335,734	7,284.58	9.08
18	Turner	53,333	976	560	3,639,090	7,130.61	13.37
19	Carson	130,732	1,885	1,372	9,285,758	5,253.76	4.02
20	Weaver	181,892	980	444	5,259,379	15,830.68	8.70
21	Edison	79,368	1,018	237	3,238,593	5,049.80	6.36

In the first printing of the text the total of not correct the total, they should not be penal-
 Column 5 was given as \$148,997.74 instead of ized as they were not instructed to prove the
 \$168,997.74. If students using those books do accuracy of the tabulation.

	Left Margin	Tab. Stop 2nd Col.	Tab. Stop 3rd Col.	Tab. Stop 4th Col.	Tab. Stop 5th Col.	Tab. Stop 6th Col.
Pica type	0	14	30	46	62	78
Elite type	11	25	41	57	73	89

FIVE-YEAR COMPARISON OF SELLING COST

Compensation, Selling Expenses, and Depreciation of Automobiles

Salesman	1	2	3	4	5
Andrews	\$ 2,521.31	\$ 2,859.76	\$ 2,677.53	\$ 2,732.70	\$ 2,926.70
Cleaver	12,195.56	13,046.03	11,702.41	10,924.76	10,815.37
Dennis	8,347.28	8,459.13	8,799.12	8,515.13	8,264.31
Miller	6,445.82	6,805.10	6,513.71	6,658.64	6,610.01
Thomas	7,727.41	7,936.22	7,858.55	7,799.57	8,037.57
Horton	9,079.08	8,966.40	9,397.55	9,088.28	8,876.14
Banks	6,919.81	7,672.74	6,988.29	6,411.33	6,915.77
Morton	9,143.64	8,609.21	8,964.04	9,152.66	9,060.13
Mitchell	6,422.42	7,026.93	6,684.75	6,960.53	6,829.24
Underwood	5,081.86	5,392.44	5,494.89	5,448.63	15,057.29
Samuels	7,675.31	7,657.47	7,774.31	7,474.12	7,410.09
Young	8,726.43	9,050.90	8,124.42	7,768.24	7,693.78
Abbott	8,306.12	9,357.75	8,901.71	9,681.02	9,400.58
King	6,530.71	7,076.11	6,973.38	6,979.54	7,066.33
Reiley	5,013.52	5,474.19	6,012.33	6,467.01	6,697.91
McMillan	6,463.55	7,057.31	7,052.70	6,976.97	6,787.09
Fisher	7,220.60	7,240.20	7,242.02	6,950.73	7,284.58
Turner	5,874.50	6,462.83	6,655.44	6,649.98	7,130.61
Carson	5,745.81	6,691.11	6,804.99	4,818.67	5,253.76
Weaver	4,701.30	5,363.33	5,385.33	5,765.08	15,830.68
Edison	1,296.84	4,370.33	4,531.80	4,847.43	5,049.80
TOTAL	\$141,438.88	\$152,575.49	\$150,539.27	\$148,071.02	\$168,997.74

Page 261 (93), Lessons 216-220, Problem 1

	Left Margin	Tab. Stop 2nd Col.	Tab. Stop 3rd Col.	Tab. Stop 4th Col.	Tab. Stop 5th Col.	Tab. Stop 6th Col.	Tab. Stop 7th Col.	Tab. Stop 8th Col.	Tab. Stop 9th Col.	Tab. Stop 10th Col.	Tab. Stop 11th Col.
Pica type	2	12	20	27	35	43	51	57	65	74	80
Elite type	4	15	24	32	41	50	59	66	75	85	92

TABLE I

TIME RECORD OF FORREST L. MORTON

Territory: Eastern Mass., R. I., N. H., and Vt.

Days	Total Hrs. in Field	Travel Time	Travel % Total	Inter- view & Wait. (Hrs.)	Inter- view & Wait. % Total	No. Stops	Av. Time on Stop (")	Av. Travel Interval (")	Start Time	Stop Time
Monday	10.45	4.13	39.5	6.32	60.5	10	38	25	8:30	6:57
Tuesday	10.40	3.35	32.2	7.05	67.8	13	33	16	8:00	6:24
Wednesday	9.35	2.20	23.5	7.15	76.5	11	39	12	9:00	6:21
Thursday	11.05	4.98	45.1	6.07	54.9	12	30	25	8:45	7:48
Friday	11.25	5.70	50.7	5.55	49.3	10	33	34	8:20	7:35
Daily Av.	10.50	4.07	38.8	6.43	61.2	11	35	22	8:31	7:01

Page 262 (94), Lessons 216-220, Problem 2

	Left Margin	Tab. Stop 2nd Col.	Tab. Stop 3rd Col.	Tab. Stop 4th Col.	Tab. Stop 5th Col.	Tab. Stop 6th Col.	Tab. Stop 7th Col.	Tab. Stop 8th Col.	Tab. Stop 9th Col.	Tab. Stop 10th Col.	Tab. Stop 11th Col.
Pica type	1	11	19	26	34	42	50	56	64	73	79
Elite type	4	15	24	32	41	50	59	66	75	85	92

TABLE II

TIME RECORD OF ROBERT A. ASHBY

Territory: New York

Days	Total Hrs. in Field	Travel Time	Travel % Total	Inter- view & Wait. (Hrs.)	Inter- view & Wait. % Total	No. Stops	Av. Time on Stop (")	Av. Travel Interval (")	Start Time	Stop Time
Monday	5.06	1.46	28.9	3.60	71.1	15	14	6	10:00	3:04
Tuesday	11.49	3.96	34.5	7.53	65.5	23	20	10	7:10	6:39
Wednesday	8.93	1.55	17.4	7.38	82.6	21	21	4	8:05	5:01
Thursday	4.48	1.18	26.3	3.30	73.7	11	18	6	8:05	12:34
Friday	10.63	5.80	54.6	4.83	45.4	21	14	16	7:10	5:48
Daily Av.	8.12	2.79	34.4	5.33	65.6	18	18	8	8:06	4:13

Page 262 (94), Lessons 216-220, Problem 3

This problem has the same spacing as Problem 1, page 261 (93), given on page 114 of this manual.

In the first printing of the textbook the territory of T. I. Langford was given as Eastern Massachusetts. Students having that printing of the book should not be penalized for typing "Eastern" instead of "Western."

TABLE III
TIME RECORD OF T. I. LANGFORD

Territory: Western Massachusetts

Days	Total Hrs. in Field	Travel Time	Travel % Total	Inter-view & Wait. (Hrs.)	Inter-view & Wait. % Total	No. Stops	Av. Time on Stop (")	Av. Travel Interval (")	Start Time	Stop Time
Monday	10.41	3.35	32.2	7.06	67.8	6	71	33	7:30	5:55
Tuesday	10.36	2.05	19.8	8.31	80.2	8	62	15	7:45	6:07
Wednesday	10.41	2.30	22.0	8.11	78.0	5	97	28	7:35	6:00
Thursday	7.07	1.61	22.8	5.46	77.2	7	47	14	8:55	3:59
Friday	10.49	2.11	20.1	8.38	79.9	6	84	21	7:10	5:39
Daily Av.	9.75	2.28	23.4	7.47	76.6	6	72	22	7:47	5:32

Page 262 (94), Lessons 216-220, Problem 4

	Left Margin	Tab. Stop 2nd Col.	Tab. Stop 3rd Col.	Tab. Stop 4th Col.	Tab. Stop 5th Col.	Tab. Stop 6th Col.	Tab. Stop 7th Col.	Tab. Stop 8th Col.	Tab. Stop 9th Col.	Tab. Stop 10th Col.	Tab. Stop 11th Col.
Pica type	2	11	19	26	34	42	50	56	64	73	79
Elite type	5	15	24	32	41	50	59	66	75	85	92

TABLE IV

COMPARISON OF SALESMEN'S TIME RECORDS

Salesman	Total Hrs. in Field	Travel Time	Travel % Total	Inter- view & Wait. (Hrs.)	Inter- view. & Wait. % Total	No. Stops	Av. Time on Stop (")	Av. Travel Interval (")	Start Time	Stop Time
Morton	10.50	4.07	38.8	6.43	61.2	11	35	22	8:31	7:01
Ashby	8.12	2.79	34.4	5.33	65.6	18	18	8	8:06	4:13
Langford	9.75	2.28	23.4	7.47	76.6	6	72	22	7:47	5:32

It seems from the report of the company that almost all of our branch offices have operated at a profit this year. This was not the situation last year. Although we understand that conditions have changed somewhat during the past year, this increase has been amazing, but nevertheless gratifying to the officers of the company.

The following data, compiled from the detailed report presented to the directors at their last meeting, January 2, will be of interest to you:

<u>OFFICES</u>	<u>Sales</u>	<u>Cost of Operation</u>
Pennsylvania:		
Pittsburgh	\$300,243	\$225,457
Harrisburg	130,090	100,301
Scranton	65,708	51,197
West Virginia:		
Wheeling	98,724	92,165
Maryland:		
Cumberland	76,289	54,231
Ohio:		
Cincinnati	210,134	234,135
Columbus	101,163	115,136
Toledo	178,361	177,451
New York:		
Albany	34,134	32,189

This report shows that a few branch offices have not had a satisfactory year. An analysis of the factors involved in each case will show that local conditions in the territory served by the branch office have had a great deal to do with the poor showing this year. It is the intention of the officers to analyze each situation carefully in order that steps may be taken at once to put these offices on a paying basis.

The data for the tabulation in the problem are as follows:

PICA TYPE		ELITE TYPE	
Left Margin	20	Left Margin	27
1st Tabulator Stop	42	1st Tabulator Stop	49
2nd Tabulator Stop	57	2nd Tabulator Stop	64

PART IV

INSTRUCTIONAL BLOCK XX (Budgets XXIX to XXXI)

Page 272 (104), Lessons 231-235, Problem 2

I read this quotation: "Man's life is always a struggle."

Fred and Tom's wire read, "Meet us tomorrow at 9:45 p.m."

I read the book Etiquette but not the article "Good Manners."

I read the book ETIQUETTE but not the article "Good Manners."

He said, "Their trade name will be changed to 'Wearever.'"

He said, "Their trade name will be changed to WEAREVER."

They found the quotation in Volume X, Section 3, page 21.

They found the quotation in Vol. X, section 3, page 21.

Pages 272 and 273 (104 and 105), Lessons 231-235,
Problem 4

(a) BUSINESS LEADERS

(b) B U S I N E S S L E A D E R S

(c) He knew that he could not do this kind of work.

(d) The symbol ¢ (cent or cents) may be used in statistical typing.

(e) e-1. ' e-6. @

e-2. ! e-7. &

e-3. " e-8. ' '

e-4. # e-9. #

e-5. * e-10. XV

(f) How to Erase (g) Future Business Leaders

Page 273 (105), Lessons 231-235, Problem 5

It would be equally correct to type in parenthesis the year in the first footnote instead of setting it off with commas.

- (a) { Chapman and Counts say, "In the thought of today, education is regarded as a method of adjustment."¹
- (b) { Morrison² evaluated errors in typewriting on the basis of businessmen's opinions, classifying them under letters mailable without correction, mailable after correction, and unmailable. The results of this study show that some errors are more serious than others.
- (c) {

1. Chapman, J. Crosby, and Counts, George S., Principles of Education. Houghton Mifflin Company, New York, 1924, p. 3.

2. Morrison, Noble Brewer, An Evaluation of Errors in Typewriting, Thesis, University of Iowa, 1930.

Page 276 (108), Lessons 236-240, Problem 3

The underscored numbers would be in red.

	Left Margin	Tab. Stop 2nd Col.	Tab. Stop 3rd Col.	Tab. Stop 4th Col.	Tab. Stop 5th Col.
Pica type	15	24	37	50	63
Elite type	22	31	44	57	70

COMPARISON OF PROFIT AND LOSS OF SUBSIDIARY COMPANIES
1939 - 1942
(Losses Are in Red)

	Company A	Company B	Company C	Company D
1942	134.76	2,976.50	7,981.23	7,434.65
1941	4,309.50	86.59	5,682.40	5,298.60
1940	7,268.55	3,456.70	2,968.71	1,238.37
1939	9,386.20	<u>1,326.47</u>	<u>129.30</u>	962.40

Page 277 (109), Lessons 236-240, Problem 5

In the first printing of the text the name the book should be instructed to omit that city
 "Cincinnati" was added to the dealer's name in name.
 the postscript. Students having this printing of

INSTRUCTIONAL BLOCK XXIII (Budget XXXV)

Page 310 (142), Lessons 276-280, Problem 1

The following is one possible solution to this problem.

	Left Margin	Tab. Stop 2nd Col.	Tab. Stop 3rd Col.	Tab. Stop 4th Col.	Tab. Stop 5th Col.	Tab. Stop 6th Col.
Pica type	10	26	35	45	55	68
Elite type	18	34	43	53	63	76

PAY ROLL FOR BUSINESS DEPARTMENT FOR (Current Month)

(Five days before end of current month)

Worker	Days Worked	Monthly Salary	Gross Amount	Retirement Deduction	Net Amount
1. Adams	20	\$320	\$320.00	\$10.72	\$309.28
2. Bosworth	19	340	323.00	17.34	305.66
3. Burris	20	360	360.00	14.97	345.03
4. Denton	19	250	237.50	9.45	228.05
5. Ford	18	285	256.50	11.71	244.79
6. Harris	20	250	250.00	8.40	241.60
7. Horton	20	180	180.00	6.28	173.72
8. Jessup	17	285	242.25	10.85	231.40
9. Maggard	18	360	324.00	14.25	309.75
10. Winlock	20	320	320.00	10.94	309.06

This letter is shown as it should appear after the date May 16 in the final paragraph has been changed to May 23 in accordance with the instructions given at the bottom of page 311 (143) of the textbook.

Current Date

Richardston Stores, Inc.
Store No. 26
2085 Dearborn Street
Akron, Ohio

Attention Mr. Samuel F. Johnston

Gentlemen:

This office has not received a report from you giving the information requested on the 16th of this month concerning your requisition No. 3859-A, the items of which are listed below:

10 cases Cardboard #4X
8 cartons 16# Durable Linen White
16 boxes Durable Linen White Envelopes,
3 5/8 by 6 1/2 inches

Before this requisition can be approved, you must first submit to the office a report of your stock on hand, a statement of the sales for the preceding two weeks, and an estimate of your probable needs for the next two weeks.

Shipments have been held up in a number of cases because the managers have failed to follow the instructions given in our Form Letter No. 26, dated May 23. In that letter, you were definitely told to submit information concerning your stock on hand, sales, and probable needs. This is a working principle that must be followed by all managers of stores. Twenty-three managers have failed to follow the directions to date. Neither they nor those of us in the main office can work efficiently under such laxness inasmuch as errors of this kind definitely hinder the smooth operation of our distribution system. Such errors may be considered an indication of too much carelessness for a worker to be continued in managerial responsibility.

Yours very truly,

Chief Distributing Agent

FCThomas mos

INSTRUCTIONAL BLOCK XXIV (Budgets XXXVI and XXXVII)

Page 321 (153), Lessons 281-285, Problem 5

In an effort to determine our awning requirements for 1943, the following report has been prepared to show the number of linear yards of each style used in all government buildings and rented regional offices during the past three years:

<u>Pattern</u>	<u>1939</u>	<u>1940</u>	<u>1941</u>
Painted Stripe			
Two-Bar	20,642	21,713	20,318
Three-Bar	18,917	19,189	19,978
Tinted on White			
Red on White	10,190	7,316	5,134
Green on White	15,108	8,567	3,456
Tinted on Colors			
Red on Khaki	5,678	1,234	2,341
Blue on Khaki	2,345	980	1,101
Orange on Khaki	16,160	18,346	17,094
Solid Tinted			
Green on Both Sides	9,099	10,197	12,348
Terra-Cotta on Both Sides	8,140	11,621	13,784

The conclusions to be drawn from these figures should form the basis for a sound buying policy for 1943.

	Left Margin	Tab. Stop 2nd Col.	Tab. Stop 3rd Col.	Tab. Stop 4th Col.
Pica type	15	47	56	65
Elite type	22	54	63	72

Page 322 (154), Lessons 286-290, Problem 1

The following is one possible solution to this problem.

DEFENSE AND NONDEFENSE EXPENDITURES^a

(In millions of dollars)

Period	Total ^b	Defense	Nondefense
Year 1	6,930	1,035	5,895
Year 2	8,024	1,174	6,850
Year 3	8,706	1,551	7,155
Year 4	12,784	6,191	6,593
Year 5	24,312	17,848	6,464

^aIn the compilation of defense expenditures for Years 4 and 5, adjustments have been made in budget document figures. For example, in the case of the construction fund of the Maritime Commission and outlays for civil pilot training, it has been assumed that the level of expenditures reached in Year 3 represented essentially nondefense outlays; hence only the excess over this total in ensuing years is included under defense.

^bExcludes debt retirements.

	Left Margin	Tab. Stop 2nd Col.	Tab. Stop 3rd Col.	Tab. Stop 4th Col.
Pica type	21	34	47	60
Elite type	28	41	54	67

Pages 322 and 323 (154 and 155), Lessons 286-290,
Problem 2

The following is a possible solution to this problem.

RECONDITIONED MONOPLANES

(Current Date)

Location of Flying Bases	Available for Training							
	Two-Seated Plane				Four-Seated Plane			
	D.C. No.	Mfr.'s No.	Motor No.	Hours Flown	D.C. No.	Mfr.'s No.	Motor No.	Hou Flo
Akron, Ohio	43-J	437	218	185	77-K	234	135	15
Denver, Colo.	972-H	497	930	300	101-H	576	426	23
Houston, Texas	313-K	301	754	216	214-G	809	798	30
Indianapolis, Ind.	56-G	385	623	279	192-J	134	210	21
Kansas City, Mo.	189-J	234	540	145	356-G	256	354	19
Minneapolis, Minn.	43-G	756	867	178	245-H	807	682	17
New Orleans, La.	648-K	890	329	215	109-J	912	975	24
Oakland, Calif.	936-J	613	476	206	364-H	367	421	15

	Left Margin	Tab. Stop 2nd Col.	Tab. Stop 3rd Col.	Tab. Stop 4th Col.	Tab. Stop 5th Col.	Tab. Stop 6th Col.	Tab. Stop 7th Col.	Tab. Stop 8th Col.	Tab. Stop 9th Col.
Pica type	5	25	32	40	47	54	61	69	76
Elite type	8	29	37	46	54	62	70	79	87

Page 323 (155), Lessons 286-290, Problem 3

	Left Margin	Tab. Stop 2nd Col.	Tab. Stop 3rd Col.	Tab. Stop 4th Col.	Tab. Stop 5th Col.	Tab. Stop 6th Col.	Tab. Stop 7th Col.
Pica type	5	34	42	50	58	66	74
Elite type	9	39	48	57	66	75	84

PROMOTION OF COMMERCE AND INDUSTRY

(In thousands of dollars)

Activity	Actual				Estimated	
	Average 1935-37	Year 1	Year 2	Year 3	Year 4	Year 5
Promotion of business	11,278	12,867	12,881	13,206	12,838	13,733
Protection of proprietary rights	4,575	4,645	4,982	4,927	4,640	4,852
Protection against foreign competition	924	919	928	923	919	920
Promotion of foreign trade	2,015	1,941	1,951	2,279	2,340	2,385
General promotion work	914	1,127	1,186	1,173	1,174	1,203
Research and standards	1,897	2,310	2,351	2,657	2,682	3,086
Department of Commerce undistributed	953	1,925	1,483	1,247	1,083	1,287
Promotion of transportation	439,383	413,637	365,402	339,166	334,805	334,506
Land transportation	291,335	233,226	196,858	169,015	174,056	175,000
Aids to aviation	9,542	14,087	19,883	30,508	40,547	47,791
Aids to navigation	21,927	35,085	34,887	36,037	31,097	34,935
Rivers and harbors	116,579	131,239	113,774	103,606	89,105	76,780
Grand Total	450,661	426,504	378,283	352,372	347,643	348,239

Page 324 (156), Lessons 286-290, Problem 4

	Left Margin	Tab. Stop 2nd Col.	Tab. Stop 3rd Col.	Tab. Stop 4th Col.	Tab. Stop 5th Col.	Tab. Stop 6th Col.
Pica type	0	15	41	53	65	78
Elite type	2	18	45	58	71	85

RELATIVE IMPORTANCE OF INDUSTRIES IN THE FOOD PRODUCTS MACHINERY SECTION

Industrial Specialist	Machinery Industry	Emergency Breakdown or Imminent Breakdown	Normal Repairs and Maintenance	Lend - Lease	All Other Situations Where Time Is Not Principal Factor
Barrows-3-0-89	Baking Flour and Grain Mill Processing Boilers	A-8 A-2 A-1-a	A-10 A-10 A-10	- A-3 to A-6 A-1-a	A-10 A-10 A-10
Dent-3-0-7	Dairy Ice Cream Making	A-2 A-2	A-10 A-10	A-3 to A-6 A-3 to A-6	A-7 to A-10 A-7 to A-10
Grant-3-0-58	Candy and Confectionery Coffee, Tea, and Spice Dehydration Drugs and Pharmaceuticals Glass Making Machines Packaging and Labeling	A-10 A-8 A-1-a A-1-a A-1-a A-1-a	A-10 A-10 A-3 A-3 A-2 A-2	A-10 A-10 A-1-a to A-3 A-3 to A-10 A-10 A-2 to A-10	R-1 A-10 A-8 to A-10 A-8 to A-10 A-10 A-10
Ross-3-0-46	Canning and Can Labeling Container Making	A-1-a A-2	A-3 A-2	A-3 A-5 to A-8	A-3 A-5 to A-8

SOLUTIONS TO SUPPLEMENTARY WORKBOOK PROBLEMS

PARTS I AND II

PAGE 4 OF WORKBOOK—FOR USE AT THE END OF BLOCK III, PAGE 66

Syllabication Practice

BELL RINGS ON THE TYPING OF THE
FIRST LETTER OF EACH WORD

- | | |
|-------------|---------------|
| 1. rely | 6. avo-cation |
| 2. ada-mant | 7. fill-ing |
| 3. can't | 8. alike |
| 4. ripped | 9. brim-ming |
| 5. mov-able | 10. press-ing |

BELL RINGS ON THE TYPING OF THE
THIRD LETTER OF EACH WORD

- | | |
|----------------|---------------|
| 11. predi-cate | 16. shouldn't |
| 12. feared | 17. guessed |
| 13. tell-ing | 18. revi-sion |
| 14. repa-rable | 19. coer-cion |
| 15. breadth | 20. reli-able |

BELL RINGS ON THE TYPING OF THE
FOURTH LETTER OF EACH WORD

- | | |
|------------------|-----------------|
| 21. diction | 26. napping |
| 22. reproached | 27. inocu-late |
| 23. approxi-mate | 28. correc-tion |
| 24. convic-tion | 29. simply |
| 25. address-ing | 30. confer-ring |

Several of the words in this syllabication practice present interesting problems. They are:

1. Re-ly, and 8. A-like. Although there is a place for division in each of these words, neither word should be divided. It is not permissible to divide a four-letter word like *rely*, and it is not permissible to have on one line a one-letter syllable, such as "a" in *alike*.
2. Ad-a-mant, 6. Av-o-cation, 11. Pred-i-cate, 14. Rep-a-ra-ble, 23. Ap-prox-i-mate, and 27. In-oc-u-late. A place of division occurs in each of these words before the correct place of division. A one-letter syllable should be placed on the first line instead of on the second. Therefore it is incorrect to divide *adamant* after "d"; the second syllable, "a," must be placed on the first line with "ad." This rule applies to the other words listed in this paragraph.

Typing from Problem Situations

1. Twenty-six of the glasses were found to be defective.
2. The room was 12 by 20 feet; the rug was 9 by 15 feet.
3. The children's race took place in the morning; the men's race, at night.
4. The bill was due on May 16.
5. The boy was exactly 10 years, 2 months, and 5 days old.
6. The teacher bought Rice and Main's new book.
7. The boy said, "School closes on June 6 and opens again on September 4."
8. He read the article "Timely Events" yesterday.
9. The pen costs \$3, while the pencil costs 25 cents.
10. Did the boy shout, "I'm going to be late"?
11. A check for \$300 was enclosed.
12. The man took out insurance policy No. 365041 on his own life.

PAGE 5 OF WORKBOOK—FOR USE AT THE END OF BLOCK IV, PAGE 94

*Syllabication Practice*BELL RINGS ON THE TYPING OF THE
FIRST LETTER OF EACH WORD

- | | |
|----------------|-----------------|
| 1. crea-tion | 6. rained |
| 2. corner | 7. height-ened |
| 3. suc-cession | 8. ten-able |
| 4. utility | 9. iambic |
| 5. about | 10. super-visor |

BELL RINGS ON THE TYPING OF THE
THIRD LETTER OF EACH WORD

- | | |
|------------------|---------------|
| 11. occu-pation | 16. busi-ness |
| 12. run-ning | 17. yearned |
| 13. acknowl-edge | 18. press-ing |
| 14. defer-ring | 19. pos-sess |
| 15. exami-nation | 20. uni-fied |

BELL RINGS ON THE TYPING OF THE
FOURTH LETTER OF EACH WORD

- | | |
|---------------------|--------------------|
| 21. lacquered | 26. repres-sion |
| 22. facility | 27. regret-ted |
| 23. exem-plary | 28. extraor-dinary |
| 24. super-intendent | 29. radical |
| 25. deduct-ing | 30. controlled |

Several of the words in this syllabication practice present interesting problems. They are:

1. Cre-a-tion. Although a break occurs before the place indicated in the solution, the word must be divided after the "a" because a one-letter syllable should be typed on the first line.
2. Cor-ner, and 9. I-am-bic. It is preferable to avoid dividing a six-letter word. If necessary, the division in these words might be made after the third letter.
4. U-til-i-ty, and 22. Fa-cil-i-ty. The division of these words should be avoided. In "utility" the final "i" is a one-letter syllable and should therefore be on the first line, and the final syllable contains only two letters and therefore should not be separated from the word. If, however, writing the entire word on one line will give a very poor appearance, the division may be made after the "l." In "facility" no division should be made for the bell rings on the fourth letter and therefore the likelihood that the appearance will be spoiled if no break is made is small.
8. Ten-a-ble. The termination "able" should not be broken.
28. Ex-traor-di-nar-y. The second syllable of this word is "traor" and not merely "tra."
29. Rad-i-cal. The termination "ical" should not be broken.

Typing from Problem Situations

1. Do 12 four-lane highways cross that city?
2. South Atlantic 3s are selling at 106 $\frac{3}{8}$ today.
3. He said, "I heard him shout, 'Ship ahoy!'"
4. The first alarm rang at eight o'clock; the second, at two o'clock.
5. The popularity of Berlin Diary is unquestionable.
The popularity of BERLIN DIARY is unquestionable.
6. The desk measured 2 $\frac{1}{2}$ by 3 $\frac{1}{4}$ feet.
The desk measured 2 $\frac{1}{2}$ by 3 $\frac{1}{4}$ feet.
7. The new "E-Z-Way" can opener should be helpful to housewives.
The new E-Z-WAY can opener should be helpful to housewives.
8. This road has no curve for over 150 miles.

9. Chapter III consists of pages 48 to 57.

Chapter 3 consists of ^{or} pages 48 to 57.

10. She worked five hours at 40 cents an hour and received \$2.

11. The woman's desire for a new dress went unsatisfied.

12. Jane was proud to show the five A's on her report.

PAGE 13 OF WORKBOOK—FOR USE AT THE END OF BLOCK VI, PAGE 108

Syllabication Practice

BELL RINGS ON THE TYPING OF THE FIRST LETTER OF EACH WORD

- | | |
|----------------|------------------------|
| 1. unu-sual | 7. proc-ess (pro-cess) |
| 2. repe-tition | 8. shouldn't |
| 3. enough | 9. ref-erence |
| 4. beau-tiful | 10. dealt |
| 5. wronged | 11. epi-isode |
| 6. guess-ing | 12. crouched |

BELL RINGS ON THE TYPING OF THE FIFTH LETTER OF EACH WORD

- | | |
|--------------------|------------------|
| 13. stenog-rapher | 20. dividends |
| 14. discov-ered | 21. sugges-tive |
| 15. refer-ring | 22. feasi-ble |
| 16. espio-nage | 23. language |
| 17. acquaint-ances | 24. punctu-ation |
| 18. invis-ible | 25. summa-rize |
| 19. stupen-dous | |

Note that the termination of *feasible* (No. 22) is not "ible"; the "i" is part of the preceding syllable.

Typing from Problem Situations

1. The sales conference was held on May 12.
2. The four-page pamphlet is 3 1/2 by 5 inches.
The four-page pamphlet is ^{or} 3½ by 5 inches.
3. Joe's salary is \$150 a month; John's, \$130.
4. The store opens for business at nine o'clock.
5. Ellen read the article "Increasing Typing Power."
6. She bought a hat, a dress, and a coat yesterday.
7. The stenographer was told to type four 12-page reports.
8. The train leaves at 3:25 p.m.
9. Five women sold 381 articles during the sale.
10. Why did he say, "Go away"?
11. The stock was quoted at 43 3/8.
12. When he said "Not now," they all laughed.
13. My vacation begins on the 2d of August.
14. I replied, "I heard him say, 'Please don't go yet.'"
15. The sale was made on July 18.

PAGE 49 OF WORKBOOK—FOR USE AT THE END OF BLOCK VII, PAGE 138

Typing from Problem Situations

1. Only 80 per cent of the amount was paid.
2. The res gestae are admissible in evidence.
3. Fifteen novels, 25 poems, 38 short stories, and 5 plays were written him.
4. The Davises' dog chased Miss Brucks's cat.
5. Did you pay 38 cents for that cake?
6. Joe bought three 25-cent notebooks.
7. The professor received a B. A. from Yale, an M. A. from Cornell, and Ph.D. from Harvard.
8. We deposited \$391 in the bank.
9. Check No. 12 was not cashed.
10. The reference was to Volume III, Section 4, page 19.
The reference was to Vol. III, ^{or} section 4, page 19.
11. Dear Mr. Vance:
12. Mrs. Jane M. Nichols,
2330 Section Road,
Tacoma, Washington.
13.
4825 Taylor Street North
St. Petersburg, Florida
July 3, 1943
14. Sincerely yours,
Cordell Drug Company

L. S. Victor, Manager
15. Klayer-Riedy Grocery Company
203 West Third Street
Montgomery, Alabama

Attention Mr. A. M. Moser

Gentlemen

PAGE 51 OF WORKBOOK—FOR USE AT THE END OF BLOCK IX, PAGE 160

*Syllabication Practice*BELL RINGS ON THE TYPING OF THE
FIRST LETTER OF EACH WORD

- | | |
|--------------|-------------|
| 1. pre-amble | 6. mutter |
| 2. above | 7. every |
| 3. crea-tion | 8. mov-able |
| 4. win-ning | 9. opened |
| 5. wrought | 10. belief |

BELL RINGS ON THE TYPING OF THE
FIFTH LETTER OF EACH WORD

- | | |
|------------------|-----------------|
| 21. famili-arity | 26. devious |
| 22. condi-tion | 27. regret-ting |
| 23. shouldn't | 28. harass-ing |
| 24. amena-ble | 29. weighed |
| 25. paral-lel | 30. exclu-sion |

Note the following points in regard to words in this syllabication practice.

BELL RINGS ON THE TYPING OF THE
THIRD LETTER OF EACH WORD

- | | |
|---------------|----------------|
| 11. nota-tion | 16. enclo-sure |
| 12. don't | 17. invoice |
| 13. borrow | 18. media |
| 14. eva-sion | 19. reli-able |
| 15. bill-ing | 20. better |

6. Mut-ter, 7. Ev-er-y, 10. Be-lief, 13. Bor-row, and 20. Bet-ter. These words contain only five or six letters. It is best to avoid dividing words of this length.
24. A-me-na-ble. The termination of this word is not "able" because the "a" is part of the preceding syllable.

Typing from Problem Situations

Arthur asked, "Did you locate the article 'Success Through Endeavor'?"

The question mark should come between the single and double quotation marks.

Eighty-six announcements of the Spring Dance were sent to club members.

The "86" should be spelled out because it comes at the beginning of the sentence. If the student types "Spring Dance" without capitals, he should not be penalized. If this term is understood as a general term, and not the name of a specific dance, it would not be capitalized.

The company asked its representatives to send in weekly reports.

"It's" should be "its."

The man said he would like to read the book Inside Latin America.

The man said he would like to read the book ^{or} INSIDE LATIN AMERICA.

The title of the book should be underscored or written in all capitals.

Six judges, 41 lawyers, 25 law students, and 4 teachers attended.

The "6" should be spelled out at the beginning of the sentence; the "four" should be written as a figure.

The secretary ordered 450 three-cent stamps and 225 two-cent stamps today.

The "3" in "3-cent" should be spelled out; the "2" in "2-cent" should be spelled out.

The article "Successful Salesmanship" describes his new selling policies.

The title of the article should be enclosed in quotation marks and not underscored.

Did you hear her say, "I practice typing an hour a day during vacation"?

The question mark should follow the quotation mark.

His account amounted to \$186.30 after deducting his payment of \$25.

The decimal and two ciphers should be omitted in connection with \$25.

"Pearl Buck," the librarian said, "has written several books."

The comma and the period should precede the quotation marks.

PAGE 55 OF WORKBOOK—FOR USE AT THE END OF BLOCK XI, PAGE 187

Tabulation

	PROBLEM 1		PROBLEM 2		PROBLEM 3		PROBLEM 4	
	PICA TYPE	ELITE TYPE	PICA TYPE	ELITE TYPE	PICA TYPE	ELITE TYPE	PICA TYPE	ELITE TYPE
1. Left marginal stop	18	25	18	21	15	22	19	27
2. First tabulator stop	40	47	39	46	50	57	44	52
3. Second tabulator stop	59	66	61	72	63	70	60	68
4. Spaces in top margin	8	8	23	23	10*	10*	22	22
5. Spaces in bottom margin	9	9	24	24	10	10	23	23

* Although the problem calls for single spacing, double spacing is permissible before the total, in which case the top margin would be only 9 spaces.

PAGE 64 OF WORKBOOK—FOR USE AT THE END OF BLOCK XIII, PAGE 203

Typing from Problem Situations

1. The letter was received on December 12, 1942.

2. Miss Nanette Morehouse
Grove City
Pennsylvania

Dear Miss Morehouse

3. I paid \$5 for the blouse and 83 cents for the pin.

4. Yours very truly

Purchasing Agent

JCJackson/rh

Copy to Mr. Haley, President

5. Twelve glasses were sent on September 3 to the woman's home.

The "12" should be spelled out; the "rd" should be omitted after "3"; and the apostrophe should come before the "s" instead of after it.

6. The Denning Paper Company
4400 Lockwood Street
Birmingham, Alabama

Attention Mr. Stephen Vance

Gentlemen

SUBJECT: Opacity Test on Denning Bond

7. The class used Walters and Wingate's book Fundamentals of Selling as a textbook.

or

The class used Walters and Wingate's book FUNDAMENTALS OF SELLING as a textbook.

8. Mrs. M. L. Reilly,
3466 Trimble Avenue,
Sacramento, California.

9. On page 14 the last sentence read, "Freedom shall live forever."
"Page" should not be capitalized, figures should be used for the page number, and the ending quotation mark should follow the period.

10. Very truly yours, .

THE ASHLEY MANUFACTURING CO.

S. L. Porter, Advertising Manager

va

Price List No. 36 mailed

11. On June 5 he was awarded a Ph.D. degree.

The "th" should be omitted after "5" and the "p" and the "d" in the degree should be capitalized.

12. Mr. Thomas Forrest
Madeira
Ohio

Dear Mr. Forrest:

13. He said, "The train will be an hour late"; but the engineer replied,
"We can go faster and arrive on time."

14. Ajax Packing Company
5619 Spring Street
Philadelphia, Pennsylvania

Attention Mr. Walter Green

Gentlemen

15. The speaker referred to the article "The Fight Against Disease."

PARTS III AND IV

PAGE 36 OF WORKBOOK—FOR USE AT THE END OF BLOCK XIV, LESSON 175

Proofreading

1. 2 errors. The "th" in "29th" should be omitted; the antecedent of a singular subject, "it," cannot have a plural sense, "their."

NOTE: If the student counts as an error the comma after the date, he should not be penalized. The placement of the comma is a point on which there is no definite rule. This comma may be included or omitted with equal correctness.

2. 2 errors. The word "displayed" is misspelled; the space between "eager" and "interest" is omitted.
3. No error.
4. 1 error. The comma after the introductory clause is omitted.
5. 2 errors. "th" is omitted after the date; the punctuation is omitted from the amount of money.

NOTE: If the student counts as an error the omission of the comma after "May," he should not be penalized. The comma is not needed here, but it is not incorrect to use one.

6. 1 error. The verb is singular in form and therefore does not agree with the plural subject.

NOTE: If the student counts as an error the omission of the comma after "May," he should not be penalized. The inclusion of the comma is not incorrect, but the better practice is to omit it after such a short introductory adverbial phrase.

7. 4 errors. A comma is omitted after "James"; a comma is omitted after "two"; the apostrophe is omitted between "3" and "s"; the apostrophe is omitted between "5" and "s."
8. 2 errors. A comma is omitted after "read"; the period should precede the quotation mark.

Figuring Extensions and Typing an Invoice

4	Special Cameras	3.60	14.40
5	Wizard Candid Cameras	15.95	79.75
12	Lens Shades	1.49	<u>17.88</u>
			112.03

PAGE 43 OF WORKBOOK—FOR USE AT THE END OF BLOCK XVI, LESSON 200

Proofreading

1. 2 errors. "th" should be added to "10"; the word *January* should be capitalized.

NOTE: Although a comma is not necessary after "January," the student should not be penalized if he inserts one.

2. 1 error. The space is omitted after the comma in the date.
3. 1 error. The form of the dash is correct in both places, but in one sentence only one form may be used. The error is in the use of the two forms in one sentence.
4. 2 errors. The words "mimeograph" and "stencil" are misspelled.
5. 2 errors. The words "cushion" and "stencil" are misspelled.
6. 2 errors. The words "stylus" and "mimeograph" are misspelled.
7. 1 error. The comma is omitted after "Portland."

8. 1 error. The comma is omitted after the introductory clause.

9. 2 errors. The word "saucers" is misspelled; the comma is omitted after "saucers."

10. 2 errors. The comma is omitted after "1945"; the word "probably" is misspelled.

11. 1 error. The word "Saturday" should begin with a capital letter.

12. 3 errors. The "F" in "San Francisco" should be capitalized; a comma should be used after "Denver"; the "L" in "St. Louis" should be capitalized.

13. 1 error. The word "usually" is misspelled.

14. 1 error. The comma after "Logan" is omitted.

15. No error.

PAGE 50 OF WORKBOOK—FOR USE AT THE END OF BLOCK XVII, LESSON 210

Tabulation

MOTOR VEHICLES--FACTORY SALES IN UNITED STATES
BY MONTHS: 1939, 1940, 1941

Passenger Cars			
Month	1939	1940	1941
Total	2,866,796	3,692,328
January	281,465	362,897	411,233
February	243,000	337,756	394,513
March	299,703	352,922	410,196
April	273,409	362,139	374,979
May	237,870	325,676	417,698
June	246,704	286,040	418,983
July	150,738	168,769	343,748
August	61,407	46,823	78,529
September	161,625	224,470	167,790
October	251,819	421,214	295,568
November	285,252	407,091	256,101
December	363,804	396,531

NOTE: In the first printing of the workbook the figures for November and December of 1940 were both given as 396,531. The figure for December, 1940, should be 407,091.

	PICA TYPE	ELITE TYPE
1. Spaces in the top margin.....	13*	13*
2. Spaces in the bottom margin....	20	20
3. Left marginal stop	18	25
4. First tabulator stop.....	32	39
5. Second tabulator stop.....	46	53
6. Third tabulator stop.....	60	67

* If the top and bottom margins are to be as nearly equal as possible, the 33 spaces available should be divided 16 spaces in the top margin and 17 spaces in the bottom. Since the tabulation is to be 3 spaces above the center, the top margin should be 13 spaces and the bottom margin should be 20 spaces. Students should not be penalized, however, if they use the fraction in the other margin and make the spaces 14 and 19.

PAGE 59 OF WORKBOOK—FOR USE AT THE END OF BLOCK XX, LESSON 250

Typing from Problem Situations

1. Ladies
2. MARY BARTH AND RUTH JONES
3. Sincerely yours
- (Mrs. Paul Stewart)
4. Dear Sir and Madam
5. Gentlemen
6. City Water Department,
1019 East Main Street,
Cincinnati, Ohio.
- Attention Mr. Walter Miller
7. Gentlemen:
8. Cordially yours
- JONES AND BIGHAM, INC.
- _____ Vice-President
9. Sincerely yours
- HENDERSON PUBLISHING COMPANY
- David R. Henderson
Credit Manager
- XX
- Enclosures
- Receipted statement
- Price list
- Order blank
10. P. S. As soon as we receive the books from the printer, we shall send you a sample copy.
11. Agnew, Peter L., Office Machines Course, South-Western Publishing Company Cincinnati (1942), p. 4.
12. feet '

inches	"
at	@
asterisk	*
number	#
and (ampersand)	&
exclamation point	!
13. R O Y A L T Y R E P O R T F O R T H E Y E A R 1 9 4 2

PAGE 86 OF WORKBOOK—FOR USE AT THE END OF BLOCK XXI, LESSON 265

Legal Terms

- | | |
|------------------------------|------------------------------|
| 1. inventory | 7. probate of will |
| 2. articles of incorporation | 8. articles of copartnership |
| 3. will | 9. bill of sale |
| 4. affidavit of defense | 10. agency contract |
| 5. warranty deed | 11. lease |
| 6. statement of claim | 12. mortgage |

PAGE 95 OF WORKBOOK—FOR USE AT THE END OF BLOCK XXIII, LESSON 280

Letter of Application

Current Date

Mr. C. Richard Jansen
Willard Stores, Inc.
1019 Broadway
Knoxville, Tennessee

Dear Mr. Jansen

This letter of application is in answer to your advertisement, which appeared on July 10 in the Evening Times. I believe that I can capably meet the requirements of the position as outlined in your advertisement. I am inclosing with this letter a data sheet that will give you detailed information about my qualifications for the position. I am also inclosing a photograph of myself that was taken about a year ago.

As you possibly know, the Thomas A. Weber Company, with which I am now connected, has been retrenching for the past several years. For this reason there are a number of capable men in the company who are now holding less important positions than they formerly held. As a result it is almost impossible for a younger person like me to expect rapid promotion.

My six years' experience with the Thomas A. Weber Company has given me a thorough training in problems relating to office management and personnel work. The problems encountered in this period of time have developed in me the ability to deal with people easily and in a spirit of co-operation. This is, of course, a valuable asset for one in the position that you now wish to fill.

After you have studied the data sheet I am enclosing, I shall greatly appreciate hearing from you. I can arrange my time so that I can come to your office for an interview whenever it is most convenient for you. You may call me either at the office during the day or at my home in the evening.

Sincerely yours

John R. Kramer

Enclosures 2

PAGE 96 OF WORKBOOK—FOR USE AT THE END OF BLOCK XXIV, LESSON 290

Tabulation

EXPORTS AND IMPORTS OF SILVER, BY MONTHS: 1938 to 1940

(All figures in thousands of dollars)

	1938		1939		1940	
	Ex- ports	Im- ports	Ex- ports	Im- ports	Ex- ports	Im- ports
January	355	28,708	1,671	10,328	452	5,799
February	233	15,488	2,054	9,927	298	4,070
March	191	14,440	1,923	7,207	657	5,724
April	250	15,757	2,054	7,143	594	5,170
May	317	17,952	611	6,152	177	4,589
June	254	19,186	303	14,770	884	4,673
July	193	18,326	640	5,531	15	5,378
August	401	4,985	937	4,365	180	4,107
September	1,463	24,098	1,292	4,639	139	4,656
October	1,259	25,072	1,773	7,268	87	4,857
November	823	24,987	487	4,183	68	4,721
December	1,344	21,533	887	3,795	123	4,690

	PICA TYPE	ELITE TYPE
1. Left marginal stop.....	11	18
2. First tabulator stop.....	25	32
3. Second tabulator stop.....	33	40
4. Third tabulator stop.....	44	51
5. Fourth tabulator stop.....	52	59
6. Fifth tabulator stop.....	63	70
7. Sixth tabulator stop.....	69	76
8. Spaces in the top margin.....	14	14
9. Spaces in the bottom margin....	19	19

STANDARD SCORES AND SOLUTIONS FOR ACHIEVEMENT TESTS

Test No.	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
No. of Schools	38	37	44	43	42	40	36	32	32	32	25	24	19	17	16	15
No. of Pupils	1,560	1,598	1,756	1,679	1,647	1,556	1,292	1,040	868	852	518	469	369	336	298	276
Percentile																
95	145	120	151	142	108	136	151	137	120	133	140	150	135	155	183	233
90	132	112	135	125	100	128	143	127	112	127	131	143	126	145	168	209
80	119	102	120	106	91	116	129	116	103	117	123	136	118	133	156	194
75	114	99	115	100	87	110	125	112	99	114	119	131	116	130	152	186
70	110	95	110	95	83	105	119	108	94	110	115	128	113	128	150	178
60	103	89	102	86	77	95	110	98	89	102	109	122	107	120	144	168
50	97	84	95	75	71	86	102	91	81	96	101	116	102	113	139	156
40	90	79	87	67	64	79	91	83	76	90	95	108	98	105	131	150
30	84	74	79	58	56	70	82	74	69	81	87	97	91	96	122	142
25	81	71	74	52	51	66	76	68	65	77	81	92	87	90	117	137
20	78	67	69	46	46	60	68	64	61	73	73	80	79	82	112	128
10	69	58	55	32	34	47	55	51	51	56	59	68	67	65	94	115
5	61	52	44	22	25	35	41	42	44	41	46	53	53	52	86	106

PART I

TEST No. 1

Section 2

GROUP A
1. false
2. true
3. false
4. true
5. true
6. true
7. false
8. false

GROUP B
9. true
10. true
11. false
12. true
13. false
14. true
15. false
16. true

GROUP C
17. true
18. false *
19. true
20. true

* (No. 18) The answer "false" is given because a plural possessive is not always expressed by adding 's. If the plural ends in s, the possessive is expressed by adding ' only.

Section 3

GROUP A
1. 6
2. apostrophe
3. 10
4. 2
5. 66
6. 12
7. 20
8. 12
9. 5
10. 's

GROUP B
11. shift lock
12. asterisk
13. right
14. right
15. 5
16. #
17. \$
18. tabulator
19. cents
20. at

TEST No. 2

Section 2

1. 0 9. m-m 17. 0
2. 0 10. e-o 18. a-d
3. 0 11. i-g 19. s-s
4. y-a 12. 0 20. 0
5. 0 13. i-c 21. a-t
6. 0 14. e-c 22. n-n
7. l-i 15. i-c 23. i-a
8. 0 16. 0 24. 0

25. s-i 2. Oxygen, and 6. Action. It is usually preferable to avoid dividing a six-letter word, but it is permissible to divide each of these words before the last syllable.
26. s-t
27. r-o
28. 0
29. i-b
30. i-m
10. Geometry. This word may be divided after the first syllable, but in order to avoid having a two-letter syllable stand by itself at the beginning of the line, the division is preferable after the third syllable.
24. Premium. The division should not be made after "i" because this letter is followed by a final two-letter syllable. If the division were made here, only one space would be saved since the hyphen at the end of the line would require one space.

Several of the words in this syllabication test present interesting problems. They are:

Section 3

1. Each pupil's typing book is on his desk.
2. "To thine own self be true."
3. Let's away! Come join us!
4. The instrument stipulates a \$500 payment.
5. The next class meets at 9:30 a.m.
6. The license costs \$12, while the permit costs 75 cents.
7. Gone With the Wind is still my favorite novel.

GONE WITH THE WIND is ^{or} still my favorite novel.

8. Did Captain Lee say, "You shall remain"?
9. The dimensions of a standard sheet of paper are $8\frac{1}{2}$ by 11 inches.
The dimensions of a standard sheet of paper are $8\frac{1}{2}$ by 11 inches.
10. This is Mary and John's book.
11. He read "Errors in Business Letters" by Holder.
12. His age is 27 years 10 months and 6 days.
13. Your letter of June 11 came today.
14. Fremont Senior High School
15. Merritt School of Business

TEST No. 3

Section 3

1. The distance by air is 1,000 miles.
2. The bridge table is $3\frac{1}{2}$ by 4 feet.
The bridge table is ^{or} $3\frac{1}{2}$ by 4 feet.
3. At 50 cents an hour your check will be \$5 for ten hours' work.
4. The Jones Company manufactures "Hi-Grade" paper.

The Jones Company manufactures HI-GRADE paper.

5. The professor said, "Since I discussed the origin of the line from Shakespeare, 'All the world's a stage,' I have found supporting evidence."
6. John's report showed two A's and three B's.
7. Mr. Robert Mercer
Ralston
Oklahoma
8. To err is human; to forgive, divine.
9. Oil and rubber come from Java; tea and spices are found in India.
10. The scene of Seasoned Timber is in one of the New England states.
The scene of SEASONED TIMBER is ^{or} in one of the New England states.
11. Clothed in green, Spring danced into the new year.
12. There are 15 two-door automobiles in storage.
13. Chapter X of the revision contains pages 150 to 200.
14. United States Naval Reserve
15. Reserve Officers Training Corps

TEST No. 4

Section 3

1. His vacation began on the 10th of June.
2. His vacation began on June 10.
3. The eight-page pamphlet is 4 by 7 inches.
4. Mr. Henry Newman,
3254 East Fernbank Road,
Sacramento, California.

Dear Mr. Newman:

5. Mr. Henry Newman
3254 East Fernbank Road
Sacramento, California

Dear Mr. Newman

6. Mr. Henry Newman
3254 East Fernbank Road
Sacramento, California

Dear Mr. Newman:

7. She came at nine o'clock.
8. She came at 9 a.m.
9. He wishes to publish three 45-page booklets.
10. Fifty-seven men sold 296 books in one day.

PART II

TEST No. 5

Section 2

1. Very truly yours

SMITH-LEE HARDWARE CO.

J. A. Adams
Manager

2. Mr. Clarence Conley,

112 South Hanner,

Corpus Christi, Texas.

3. Green-Selby Shoe Company

2608 Michigan Avenue

Oakland, California

Attention Mr. John Harris

Gentlemen

4. The esprit de corps is most outstanding.

5. 5 Beechwood Drive
Richmond, Virginia
August 9, 1942

6. Dear Mr. Overman

7. Professor Smith received a B. A. degree from Harvard and an M. A.
from Columbia.

8. Did you forget to bring Mr. Ross's car from the garage?

9. Mr. Dare bought stamps to fill 20 ten-cent books.

10. Sixty-eight men were at dinner.

11. Mr. Jerry Kintner sold his lot for \$425.

12. Item No. 10 was not on the list. (The symbol # may also be used for number.)

13. Twenty-five typewriters, 32 desks, 16 chairs, and 18 filing cabinets
were sold.

14. Mrs. Gary has reached 50 per cent of the quota of her gross sales.

15. This automatic pencil sells for 85 cents.

TEST No. 6

Section 2

1. li	8. a-t	15. c-t
2. r-r	9. 0	16. 0
3. e-a	10. r-r	17. i-e
4. 0	11. 0	18. u-l
5. v-a	12. 0	19. t-t
6. 0	13. a-r	20. i-b
7. n-n	14. li	21. 0

Section 3

Your check for \$75 reduces the balance of your account to \$49.60.

The decimal and two ciphers are omitted after 75.

The article "Business Finds a Way" is both instructive and interesting.

The title of the article is set in quotation marks.

Did you hear him say, "We have finally located the missing books"?

The question mark follows the quotation mark.

He found the reference on page 232 of the book Well-Known Quotations.

He found the reference on page 232 of the book ^{or} WELL-KNOWN QUOTATIONS.

The title of the book may be underscored or written in all capitals.

"Mr. Connors," he said, "is the author of that excellent treatise."

The quotation marks follow the comma and the period.

In that one week we used 325 two-cent stamps and 105 one-cent stamps.

The 2 and the 1 are spelled out in connection with two-cent and one-cent stamps.

The question was, "Have you read the article 'Making Progress'?"

The question mark comes between the single and the double quotation marks at the end of the sentence.

Ninety-four students, 6 teachers, 25 parents, and 3 guardians are here.

Ninety-four is spelled out at the beginning of the sentence and the 3 is written as a figure.

The firm changed its policy of extending credit for more than a month.

It's is changed to its.

Forty-five days are required for the material covered by Test No. 8.

Forty-five is spelled out at the beginning of the sentence.

TEST No. 7

Section 2

PARTIAL LIST OF ADMITTED ASSETS

December 31, 1942

Type	Asset Values	Per Cent
City Loans	\$188,053	13.060
Residence Loans	26,256	1.824
Farm Loans	77,630	5.391
Collateral Loans	2,355	.164
Government Bonds, etc.	135,269	9.394
Railroad	129,340	8.983
Public Utilities	275,838	19.157
Industrial	17,597	1.222
Land Contracts	7,221	.502
Policy Loans	123,917	8.606

	PICA TYPE	ELITE TYPE		PICA TYPE	ELITE TYPE
1. Left marginal stop	16	24	4. Spaces in top margin	24	24
2. First tabulator stop	48	56	5. Spaces in bottom margin	25	25
3. Second tabulator stop	62	70			

Section 3

Current Date

Johnson and Borgman
3970 Main Street
San Antonio, Texas

Gentlemen:

Since writing you on May 3, we have not received a check covering your past-due account. Your delay in payment is possibly due simply to an oversight; but as a matter of this kind is important to both the buyer and the seller, we are again bringing it to your attention.

Every merchant values his credit standing, which depends to a great extent upon the manner in which he pays his bills. When an account is past-due, it sometimes acts as a restriction on credit with a resultant loss in business. We are confident that you will do your part to correct this situation by sending us your check at once.

It is our purpose to keep you well supplied with an assortment of our merchandise, but we must have your co-operation by keeping your account in good condition.

We are inclosing a folder describing a new line of merchandise that we are now carrying. We are sure that it would be profitable for you to stock it.

Very truly yours,

THE ROBINSON COMPANY

MHH

Neal Craig, Credit Manager

TEST No. 8

Section 3

1. Four ties were delivered on May 1 to the man's son.
 2. There was an error on page 19 of the book, Wise Investing.
 3. He received his M. D. degree on June 2.
 4. I have just finished reading Jones and Mark's book entitled Current Events As We See Them.
 5. The quotation was taken from the article, "Today's Problems."
 6. He said, "The trip will require two hours"; but the driver replied, "At least four hours will be necessary for so long a ride."
 7. The jacket and tie cost \$3 and 97 cents, respectively.
 8. He replied on May 22, 1942.
 9. Miss Henrietta Evers,
1019 Oak Street,
Denver, Colorado.
 10. Miss Helen Siefert
Springfield
Colorado

Dear Miss Siefert:
 11. Mr. John Meyer
Milford
Ohio

Dear Mr. Meyer
 12. Fine Paint Manufacturing Company
8765 Downing Street
Cleveland, Ohio

Attention Mr. J. B. Harris

Gentlemen
 13. The Ellis Printing Company
1084 East Tenth Street
St. Louis, Missouri

Attention Mr. Roy Harris

Gentlemen
 14. Very truly yours,

THE OFFICE SUPPLIES COMPANY

E. R. Locke, Sales Manager

rs

Catalog No. 14 mailed
 15. Very truly yours

Sales Manager

TRJohnson/cd

Copy to Mr. Harris, President
- SUBJECT: Circular Letter No. 10

PART III

TEST No. 9

Section 2

- | | |
|---------------|----------------------|
| 1. telegram | 4. window |
| 2. day letter | 5. credit memorandum |
| 3. invoice | 6. bill of lading |

Section 3

- | | |
|---------|---------|
| 1. yes | 11. yes |
| 2. no | 12. yes |
| 3. no | 13. no |
| 4. yes | 14. yes |
| 5. yes | 15. yes |
| 6. yes | 16. no |
| 7. no | 17. yes |
| 8. no | 18. no |
| 9. no | 19. no |
| 10. yes | 20. no |

Section 4

1. 3. There should be a comma after Dallas; there should not be a comma in the street number; there should be a comma after Street.
2. 1. Who should be used instead of whom.
3. 1. The symbol for pounds (#) should follow instead of precede 500.
4. 0.
5. 1. The word should be "filed," not "filled."
6. 0.
7. 1. There should be a comma between Weber and Jr.
8. 1. There should be a comma after evening train.
9. 2. There should be a comma after Harry; "legible" should be changed to "eligible."
10. 2. There should be a comma after said and a comma after Chambers.

Section 5

7 pr.	Bronze Book Ends	4.50	31.50
60	Combination Memo Pads	.55	33.00
9	Double Ink Stands	3.75	33.75
15	Address Books	.45	6.75
12	Special Brand Fountain Pens	2.75	33.00
			<u>138.00</u>

NOTE: In the first printing of the test, the quantities for the second and last items were given as five dozen and one dozen.

TEST No. 10

Section 2

	MEANING	TYPING	
1.	x	0	
2.	x	0	
3.	0	1	The second "e" should be omitted in "stencil."
4.	x	1	The word vertical should end in al, not le.
5.	x	1	The second "e" should be omitted in "stencil."
6.	0	0	
7.	x	1	The "o" in "talcom" should be changed to "u."
8.	x	0	
9.	0	0	
10.	0	0	

Section 3

- 1. The boy arrived at 6:10 p.m. on Monday, June 5.
There should be a colon in "6:10" and a period after the "p" in "p.m."; "Monday" should begin with a capital.
- 2. The defendant told the lawyer the plain, honest truth; the plaintiff, however, prevaricated.
There should be a comma after "plain" and a semicolon after "truth," a comma after "plaintiff," and a comma after "however."
- 3. George Calhoun, of Los Angeles, will arrive at 2:15 a.m.
There should be commas after "Calhoun" and "Los Angeles" and a period after the "a" in "a.m."
- 4. The bill will not, as you know, amount to more than \$165.
There should be a comma after "not."
- 5. The director ordered 10 tennis balls, 8 rackets, and 6 bats; however, only 5 tennis balls, 4 rackets, and 1 bat were delivered.
There should be a comma after "rackets" in both lines.
- 6. In 1941, 353 students received a grade of A in that particular course.
There should be a comma after "1941" and the second "a" should be capitalized.
- 7. Will you please send me a duplicate copy of the invoice dated June 2.
"June" should begin with a capital. There should be a period, not a question mark, at the end of this sentence.
- 8. A second copy of the form--and such a copy can be obtained--should be sent to the bookkeeper.
The second dash should be made with two hyphens to be consistent with the first.
- 9. There is not, as you said, any justification for the man's action.
"As you said" should be set off by commas; there should be an apostrophe in "man's."
- 10. His order #364 could not be filled because of the temporary shortage of the company's merchandise.
The symbol for number (#) should precede "364"; there should be an apostrophe in "company's."

TEST No. 11

Section 2—Tabulation

PUBLIC SCHOOLS ATTENDANCE, TEACHERS, EXPENDITURES

School Year	No. of Pupils	No. of Teachers	Total Expenditures
1900	15,503,116	423,062	\$ 214,964,618
1910	17,813,852	523,210	426,250,434
1920	21,578,316	678,204	1,036,151,209
1930	25,678,015	854,263	2,316,790,384
1934	26,434,193	847,120	1,720,105,229
1938	25,975,108	877,266	2,233,110,054

	PICA TYPE	ELITE TYPE		PICA TYPE	ELITE TYPE
1. Left marginal stop.....	14	22	4. Third tabulator stop....	56	64
2. First tabulator stop.....	25	33	5. Spaces in top margin....	5	5
3. Second tabulator stop...	42	50	6. Spaces in bottom margin	11	11

Section 3—The Business Letter

Current Date

Mr. John F. Casey
1924 East Plum Street
St. Louis, Missouri

Dear Mr. Casey

Thank you for your order for one copy of the book entitled This Economic World. The announcements of this book created such unprecedented interest that the authors decided to have the book published in pamphlet form in order to satisfy the demand of all those anxiously waiting to buy the book. Each of the pamphlets will contain five chapters, and the pamphlets will be released at the rate of one a month. The first pamphlet is now available. After all the chapters have been distributed in this temporary form, they will be assembled and bound in book form.

We are enclosing a special order blank for your convenience. of This Economic World. The subscription, which is only \$2.75, entitles the subscriber to receive all of the six pamphlets at the rate of one a month. At the expiration of the subscription, that is, when all of the pamphlets have been published and distributed, an additional payment of \$3 will purchase a bound copy of the book.

Upon publication the book will sell at \$5 a copy. You can therefore see that the total of the subscription price and the additional payment of \$3 is only a little more than the price of the book upon publication. The subscription, however, has the advantage of giving you the chapters in advance of the date the book itself will be sold.

We are now taking subscriptions for the pamphlet edition. When you decide to subscribe to the series of pamphlets, please fill out this blank and return it to us. You will then receive the pamphlets promptly as they are published.

Very truly yours

THE CINCINNATI PRESS

ABC:XYZ

Enclosure

TEST No. 12
Section 2—Tabulation

TABLE OF REDEMPTION VALUES
OF CERTAIN UNITED STATES SAVINGS BONDS, SERIES D

Issue price	\$18.75	\$37.50	\$ 75.00
Redemption values:			
First year	\$18.75	\$37.50	\$ 75.00
1 to 1 1/2 years	19.00	38.00	76.00
1 1/2 to 2 years	19.25	38.50	77.00
2 to 2 1/2 years	19.50	39.00	78.00
2 1/2 to 3 years	19.75	39.50	79.00
3 to 3 1/2 years	20.00	40.00	80.00
3 1/2 to 4 years	20.25	40.50	81.00
4 to 4 1/2 years	20.50	41.00	82.00
4 1/2 to 5 years	20.75	41.50	83.00
5 to 5 1/2 years	21.00	42.00	84.00
5 1/2 to 6 years	21.25	42.50	85.00
6 to 6 1/2 years	21.50	43.00	86.00
6 1/2 to 7 years	21.75	43.50	87.00
7 to 7 1/2 years	22.00	44.00	88.00
7 1/2 to 8 years	22.50	45.00	90.00
8 to 8 1/2 years	23.00	46.00	92.00
8 1/2 to 9 years	23.50	47.00	94.00
9 to 9 1/2 years	24.00	48.00	96.00
9 1/2 to 10 years	24.50	49.00	98.00
Maturity value	25.00	50.00	100.00

	PICA TYPE	ELITE TYPE
1. Left marginal stop	18	26
2. First tabulator stop	39	47
3. Second tabulator stop	49	57
4. Third tabulator stop	59	67
5. Spaces in top margin	16	16
6. Spaces in bottom margin . .	22	22

The student may use "½" as given on the typewriter instead of a "made" fraction, in which case his answers will be as follows:

	PICA TYPE	ELITE TYPE
1.	20	27
2.	38	45
3.	48	55
4.	58	65

Section 3—Rough Draft

CREDIT UNIONS

A credit union is a co-operative association organized to serve a specific group. A group may be composed of the employees of a certain factory; the members of a certain church, club, or community; or any other group of people who have a common interest. A credit union is a savings credit plan for the members of the particular group for which it was organized.

Generally speaking, a member of a credit union deposits amounts of twenty-five cents or multiples of twenty-five cents. Systematic saving is encouraged. The depositors buy units of ownership, which are usually valued at five dollars each.

Those who conduct the business affairs of the union are elected by the members. Each member has one vote, regardless of the number of units he owns.

The money that is collected through the sale of the units is loaned only to the members of the union. Loans may be had only for purposes that are of real benefit to the borrowers.

The dividends paid by credit unions are commonly higher than the interest paid by savings banks. Dividends are not guaranteed; they can be paid only if they are earned. Credit unions are very useful to their members. They not only provide a safe method of investing small amounts but also act as a source from which money may be borrowed at reasonable rates.

PART IV

TEST No. 13

Section 2—Typing from Problem Situations

1. Collins Advertising Agency,
3162 North Plum Street,
Denver, Colorado.

Attention Mr. B. D. Arnold

2. Gentlemen

3. Ladies

4. Dear Sir and Madam

5. Gentlemen

6. Very truly yours

(Mrs. D. R. Kramer)

7. Very truly yours

JANSON REAL ESTATE COMPANY

Morton C. Burke
General Secretary and Treasurer

MC

Enclosures
Check
Statement
Copy of lease

8. MILDRED AND ELAINE FOSTER

9. Very truly yours

HAROLD A. MURPHY COMPANY

Manager

10. P. S. Because of a delay in transportation, the shipment
has not yet been delivered to us.

11. M E E T I N G O F B O A R D O F D I R E C T O R S

12. feet -- '
exclamation point -- !
inches -- "
pounds -- # (after the figure)
asterisk -- *
at -- @
and -- &
number -- # (before the figure)

13. Lessenberry, D. D., 20th Century Typewriting, South-Western
Publishing Company, Cincinnati, 1942, p. 273.

NOTE: Parentheses may be used with equal correctness to enclose the year in this footnote.

TEST No. 14

Section 2—Typing from Problem Situations

1. IN WITNESS WHEREOF, I, Harold K. Jones, the testator, have set my hand and seal hereto this seventeenth day of July in the year of our Lord one thousand nine hundred and forty-two (1942).

(SEAL)

2. AGENCY CONTRACT

This agreement, made and entered into on this, the eighth day of October, 1942, by and between KRAMER & SONS, of Los Angeles, California, the party of the first part, and NELSON T. WRIGHT, of San Francisco, California, the party of the second part,

WITNESSETH: That, whereas, the party of the first part is about to open a branch store in San Francisco, California, for the sale of its products, the said party of the first part hereby engages the services of NELSON T. WRIGHT, the party of the second part, as manager of that office.

STATE OF OHIO :
COUNTY OF CLERMONT : ss.

Sworn to and subscribed before me this tenth day of November, 1942.

Notary Public

My commission expires
January 15, 1943.

Section 3—Problem Typing

Did the form read, "I quote a net price of Four Hundred (400) Dollars"?

The dollar sign should be omitted in the parentheses when the amount in figures follows the word hundred.

They sold more than 2,710 copies of the book.

The number of books sold should be given in figures.

On Saturday her sister was 10 years 2 months and 6 days old.

The years, months, and days should be given in figures.

The company paid Lewis 60 cents an hour for eight hours' work.

The decimal point should be omitted before the figure 60, and an apostrophe should be placed after s in the word hours.

The boy could not add $11/24$, $1/3$, $2/5$, $1/2$, $3/7$, $1/4$, and $8/45$.

One half and one fourth should be written as "made" fractions.

In the contract he agreed to "pay the sum of Six Hundred Dollars (\$600)."

The dollar sign should precede the figure 600 in the parentheses, and the quotation mark should follow the period.

The boys, John and Dick, are twelve and thirteen years old respectively.

The ages should be written in words instead of figures.

Section 4—Matching Test

- | | |
|------------------------------|---|
| 1. Affidavit of defense | L. A written statement setting forth the defense of a person in a lawsuit instituted against him, and sworn to by that person in the presence of a notary public. |
| 2. Agency contract | C. A written instrument setting forth the terms of an agreement whereby one person or company is empowered to act as the agent of another. |
| 3. Articles of copartnership | D. A written instrument that sets forth the terms under which two or more persons form a partnership. |
| 4. Articles of incorporation | J. A written instrument that sets forth the terms under which a corporation is formed. |
| 5. Bill of sale | F. A written instrument that transfers the title to goods. |
| 6. Inventory | M. An itemized list of unsold stock. |
| 7. Lease | H. The agreement that establishes the relation of landlord and tenant. |
| 8. Mortgage | I. An instrument that gives the lender a claim against certain property of the borrower in case the principal or interest, or both, are not paid. |
| 9. Power of attorney | G. A written document in which an agent is appointed. |
| 10. Probate of will | B. A form drawn up by the attorney for an estate, requesting the appointment of an administrator. |

11. Statement of claim K. A written assertion of rights, sworn to before a notary public, setting forth the claim upon which a person is to have a lawsuit instituted.
12. Warranty deed E. A written instrument by means of which a person conveys his specified interest in real property to another person and in which he warrants that certain facts are true or that certain things will be done.
13. Will A. A written instrument declaring in legal form the intention of the maker as to the disposition of his property after death.

TEST No. 16

Section 2—Tabulation

GOVERNMENT EMPLOYEES

IN

EXECUTIVE DEPARTMENTS, JUNE 30, 1941

Department	Total	Men	Women
State	7,009	4,685	2,324
Treasury	65,573	42,539	23,034
War	320,291	250,954	69,337
Justice	21,401	16,481	4,920
Post Office	301,215	276,253	24,962
Navy	222,862	207,971	14,891
Interior	47,980	39,670	8,310
Agriculture	91,146	66,059	25,087
Commerce	23,896	16,186	7,710
Labor	4,579	2,335	2,244
Totals	1,105,952	923,133	182,819

	PICA TYPE	ELITE TYPE
1. Left marginal stop	18	25
2. First tabulator stop	34	41
3. Second tabulator stop	48	55
4. Third tabulator stop	60	67
5. Spaces in top margin	15	15
6. Spaces in bottom margin	31*	31*

* Although the body of the tabulation is written with single spacing, double spacing before the total is permissible, in which case the bottom margin will be 30.

Section 3—Rough Draft

Current Date

Johnson Paint Company, Inc.,
1042 South Main Street,
Houston, Texas.

Gentlemen:

In several of your recent advertisements you have expressed a willingness to send on request copies of your color card and a pamphlet containing illustrations of desirable color combinations for both inside and outside work. Will you please send me these items.

Your paint was formerly sold by the Roy Fisher Company, of this city, but I believe that store does not handle it at the present time. Will you please give me the name of your local dealer.

If you do not now have a dealer in this city, will you be interested in handling an order directly from your office? If you will handle the order, on what terms will you do so?

Very truly yours,

EDC

James Conrad

